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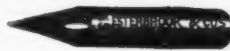
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THE SCHOOL JOURNAL

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How Far Foster Public Education.

By State Supt. W. T. CARRINGTON, of Missouri.

[Synopsis of a recent address.]

At first in Missouri, as in other states, the purposes were mainly to teach reading, writing, and accounting, so that the voter might cast his own vote and cast it intelligently, might keep accounts and transact the simple business of the farmer, mechanic, or village store keeper.

The civil war had its lessons and among them was this one, that a sovereign voter needs to know the history of his government and the theory on which it is based. This led to the introduction of U. S. history and civil government into the public school curriculum. All of this emphasized the necessity of educating for good patriotic citizenship.

This led to the most wholesome sentiment that brought the children of all classes into the schools. The theory is that a child must grow up in the environments in which he must live. This made the school a reflection of the community in its civil and moral relations.

About a quarter century ago, stimulated by inventions, the higher educational institutions began to emphasize the teaching of the sciences and a fierce battle has been waged between the advocates of the sciences and the advocates of classic training. This has affected all grades and classes of schools. As a result manual training and industrial schools have been established in connection with all large city systems. In rural districts nature study is taught that it may lead to the study of agriculture, horticulture, etc. In the cities nature study is taught that it may lead to a better understanding and higher appreciation of manufacturing, of commerce, of domestic and household economy.

Step by step this has grown upon us until we no longer think of the old limitations put upon the schools. The main purpose is not to teach alone the three R's, not to make only intelligent and patriotic voters that we may perpetuate our republican institutions, but, in addition to these, to develop the entire child and to prepare him to render the highest service to himself, to his family, to his community, to his country, and to his God. The watchword of the hour is service.

The state is not more interested in the child as a future citizen than it is in him as a future producer. As we see it to-day the purpose of the public school is to reach every child, to prepare him for the highest enjoyment of his social, civil, and moral relations in life, to render him not only self-supporting, but capable of rendering high service to his community as a producer. In other words, we have come to the time when the public school must be made to minister to the general welfare of the community in every way possible that will not interfere with personal and individual rights.

The dominant activities of the world to-day are in the varied industries, each requiring special training, but each dependent on the other, on the general intelligence of him who conducts it, on the flexibility of his mind and on his ability to adapt himself to conditions and environments.

The twentieth century has brought us face to face with new problems and we must prepare to meet them. Our nation is in the struggle for national industrial supremacy and there is every indication that success will crown her efforts—due very largely to the public school

in its universal application as to persons and classes of people and in its broad application as to subjects taught. Among the states of the Union Missouri must and will take a leading part. Among the great cities of our country St. Louis can easily stand first—due very largely to the liberal support given to public education, to the liberal construction given to the purposes of the schools.

The question is more specific, however. Every city, town, and village has its high school and many rural communities have them. These schools are being equipped to teach the sciences and industries with apparatus and each is differentiating its work to adapt itself to the needs of the community. These schools are being supplied with libraries to encourage personal and thoro investigation into the literature, history, and arts of other nations and people. All this for general culture. These schools more and more are utilizing all known means to develop the physical and moral man as well as the intellectual man. It has been thoroly tested that the most serviceable man is the one that has the most complete and harmonious development in all of his three-fold nature. In response to this demand our public schools are adjusting themselves. They are from year to year becoming more and more institutional. The bath, the lunch, physical culture drills, athletic games, garden culture, shop work, and domestic training are all finding a place in the grades as well as in the high schools.

Why not utilize all this equipment, this great educational plant the year round and extend the hours of the day when opened so as to accommodate the entire community? It belongs to the community and should be used to promote the highest development and general welfare of the community.

Thousands of young men and women in St. Louis who availed themselves of all that the public schools could give them while regular pupils will now find much taught that they never had. Thousands of others have come into the city from the country and smaller centers of population that have not enjoyed the privileges now accorded the children in the public schools of the city.

Many who did not get the benefits of the public school beyond the very rudiments would now avail themselves of the opportunity if offered.

In nearly all the large cities of the country, there are maintained night schools for the benefit of all those of school age whose circumstances make it necessary for them to be engaged during the day earning support for themselves or for those dependent on them. These schools, while doing great good and rendering service to those who need it most have not, as I believe, anywhere extended their work into the industrial lines, nor have they opened the doors to any above the school age limit.

The time is near at hand, if not already upon us, when the state, the city, the school district must systematically provide means for offering excellent school opportunities to men and women.

The Community Center.

In rural districts of our state the school-house and all its equipment (meager tho it may be) is the center of the community's life. Its library is open to every member of the community whether young or old. The farmers' club has regular meetings there to discuss ways and means of advancing agriculture and stock raising. The mothers' club meets there after school once or

twice a month to plan with the teacher for the fullest co-operation in the education of their children and to consider questions pertaining to household economy.

The debating society and spelling bees are organized as adjuncts to the school life and young and old participate. They furnish recreation and instruction to all. On Sunday they meet there in the capacity of the Sunday school to study the Bible.

The teacher is, or may be, an important factor in the business, social, moral, even religious life of the community. Thus the school and its equipment is made to minister outside of its regular work to the higher general welfare of the community. So in the towns and cities will these things be correlated with the school work and the functions of the school widened.

In this city there should be, in every district school, some organized means of utilizing its library, its shops, its domestic science rooms in giving instruction to those who can not attend the regular school by reason of their having to work or because they are above the school age limit.

Let each school be a center of training, culture, and refinement touching every man, woman, and child in the district in some helpful way. St. Louis should have a half dozen large high schools each well equipped for general school purposes and each emphasizing some special line of training—one, manual training; another, domestic economy for the girls; another, commercial law and practices. In each I should have a good library, an assembly hall, gymnasium, and places for athletic games.

If in applying the principles laid down, the voters of the city are not willing to furnish all these things for the free use of all, old and young, I should have them fostered by the public to the extent of establishing them and, if necessary, make a small assessment on its patrons to defray the additional expenses. Whether this is done this year or next here in St. Louis, it will be done. In less than a dozen years all of these means of affording supplemental education will be entirely free and open to all supported by public taxation.

As the public school had its origin in the religious instincts of our Puritan Fathers, so may the extension of public educational advantages to touch the very life of the community, be traced to the spirit that has made this association possible.

The only limitations on what may be undertaken by the public school are in the willingness of the public to tax itself sufficient for its support and in the willingness of those for whom maintained to use it. The spirit of the age is fast raising both of these limitations, but they have not been completely removed and perhaps should not be all at once.

These are matters of growth and they are mutually dependent. As the employed men and women of all ages and conditions in life show their willingness to make wise and intelligent use of such advantages, taxpayers will not be slow to appreciate it and provide liberally for their maintenance. On the other hand, as school authorities provide these opportunities, there will be many to take advantage of them.

There is a more rapid increasing demand on the public schools, however, than there is in the increasing of the school revenues. Thruout our state we need more money in the school treasuries that we may have longer terms, larger salaries, better buildings, better equipment, better libraries, and free text-books. All of these desirable things will come in due time and with them every phase of the extension work mentioned. In the promotion of the material progress of the state as well as in advancing all elements of a high civilization the public school must wield the most potent influence in this onward and upward march of progress.

Next week THE SCHOOL JOURNAL will publish its annual Christmas number. Several important contributions have been specially written for it, and there will be many interesting illustrations.

Looking Forward.

By SUPT. H. C. HOLLINGSWORTH, Albion, Ohio.

"Hope springs eternal in the human breast ;
Man never is, but always to be blest."

The poet may have thought he was expressing a whole truth in the above lines, but we prefer to advocate the doctrine that man is being blest every day, every hour. Golden opportunities are strewn all along life's pathway. We are blest with health, friends, books, schools, churches, and a great, growing, and prosperous country. We have the varied seasons, with enough of cloud and sunshine intermingled to add zest to life. Invention has brought us the blessings of electricity and steam in such multiplied forms that we can scarcely enumerate them. The country and city are being brought into closer relation by means of free mail delivery and the trolley car. Good roads will come in due time to add to the pleasures of country life. In fact, as we look toward the future, not losing sight of present blessings, we see great things in store for the generations coming after us. The waste places of the earth will be made to blossom as the rose. The small farms will become garden spots, and the fertility of the soil will astonish the workers thereof. This is an age of weeds, but weeds must give place to valuable crops. Intelligent farming and the concentration of effort on smaller tracts of land will add greatly to production. Farming in the West is done on too loose a system. Scatteration is everywhere in evidence. The fence-rows are grown up with weeds or brush, the roadways are too often filled with weeds and trash, the fences and outbuildings are ramshackle, and one can see on every hand evidences of lack of thrift.

Has education anything to do with this state of affairs in the country? Yes, we think it has. The agricultural colleges have done much already to improve the condition of the farms in many localities. Intelligent farming will pay. This has been demonstrated over and over again. Stock-raising and dairying have become prominent industries of the country. School gardening for the public school is being advocated, where practicable, for the purpose of arousing an interest in nature-study at first hand.

There is much to be done in the future, both in the schools and out of the schools. Educated hands, heads, and hearts must be turned upon the resources of nature so as to bring the wild, rude, uncultivated places into a state of utility. The boys and girls who are in our schools to-day will not do things as their fathers and grandfathers did them. Not that they did not do well, but that educated brains will find better ways of doing even the simplest things.

Our views of education are frequently too narrow. We must educate for the world, for influence in the world, for contact with matter and force. We must educate to find things, and move things, and turn things, and get value out of things. We must educate to change environment, to better our condition, socially, financially, and every other way where improvement lies. Surely there is an awakening in our country that will eventually touch every condition in every section of our land.

The watchword for the future should be: Do your work better. What we need to-day is better workmen, better teachers, better doctors, better lawyers, better preachers, better artisans, better men and women. The saloon evil should be outgrown. We have been trying to control it and regulate it and diminish its direful effects by legislation. We have not made much headway. We must outgrow it. The saloon and the drink habit certainly cannot flourish in the light of an advanced state of civilization. If so, then our civilization must be wrong.

I appeal to the great body of intelligent public school teachers to put more emphasis upon *being* and *doing*. If the children in our schools to-day could be inspired with the dignity of true manhood and womanhood and could

have their ambition aroused so that they would want to take hold of life with a purpose to do some one thing and do it well, the condition of humanity would be greatly improved in the oncoming days.

The hope of the future of our country and our cherished institutions lies in our schools.

Let us study the problems of education in the light of our expanding resources and meet the emergencies of the hour.

Let us take no backward steps.

Dialect in Literature for Schools.

By EVELYN M. WOOD-LOVEJOY, Vermont.

I have been looking over some of my old reading books used in the sixties, and have compared them with one of the best and most extensively used and highly endorsed of the present readers. I find the number of authors reduced more than one-half in the late book, and selections from standard works alone given a place.

The result of such wise discrimination, we are all confident, will be far superior to the choppy, vague impression left upon the mind by reading only brief extracts from a large number of authors. Still, I must acknowledge my indebtedness to the old readers, which put me on my mettle in trying to understand the deep thought, subtle allusions, logical reasoning, and poetic imagery of such authors as Bancroft, Everett, Irving, Channing, Beecher, Webster, Longfellow, Shakespeare, and Bryant.

In the sixties we had no supplementary reading. The recitation was diversified by concert exercises, reading until a mistake was made, individual assignments in dramatic compositions and, what we liked best of all, a choice of a piece by members of the class. I recall that Irving's "The Wife" was a favorite selection, tho some of us never could get thru the most pathetic parts without breaking down. We knew a few masterpieces thoroly.

The pupils of to-day have a wealth of supplementary reading at command—classics in cheap form, and cloth-bound stories costing from fifteen to fifty cents. No more nibbles, but a whole feast! This is good, if there is not too much reading and too little thinking, and if material is selected that will tend to improve vocabularies, and to stimulate a love for pure, classic English.

This little *if* is always intruding itself where least wanted. After considerable experience with texts for supplementary reading, I have come to the conclusion that there is danger in using matter containing dialect or slang. One can scarcely take up a novel or story for juveniles published in the last twenty years without finding more or less of this supposed-to-be realistic language. A rough mold will not give a polished product; no more will this style of literature tend toward a mastery of correct expression, or the acquisition of a fine, cultivated taste.

Pupils blessed with cultured homes use good English, know it when they see it in print, and might only laugh at the odd uncouth expressions, which, under the name of dialect, saturate the literature of the present day. But children of ignorant parents, and especially those of foreign parentage, have no such naturally acquired power and, as a matter of fact, they often do not recognize such language as faulty. Many times the incorrect expression seems to them right, because it is that to which they are most accustomed.

In the West, where there are so many foreign children in the schools, great difficulty is experienced in teaching correct word forms and syntactical constructions. If pupils read page after page of dialect, where the spelling is phonic or worse, the eye becomes accustomed to wrong forms, and unfamiliarity with our language makes the pupil unable to distinguish between slangy dialect and good English. As a result, he spells the same word in three or four different ways and innocently uses slang, which seems to be all right on the printed page, but which shocks the teacher, and sets the

class to roaring when uttered in the school-room.

"Never put a wrong form on the board," has been a pedagogical maxim of long standing. How, then, can it be right to put before pupils wrong forms on the printed page, which they study at leisure? It may be claimed that when students enter the high school they have learned to spell correctly and to use good language. One has only to examine the written work of an average senior class about ready to graduate, to have such an impression vanish as instantaneously as spilled ether.

It would seem that the school is bound to set before pupils only the best, the purest, the noblest, the most perfect. In view of this obligation and the fact that grammar and high schools are often criticised as sending out graduates, many of whom can not utter ten sentences or write a page without disgracing their instructors, it may be worth while to consider the desirability of limiting or wholly discarding the use of dialect literature in our public schools.

Voice Training.

By RUBY HENRY, Louisville, Ky.

There are many teachers in our public schools who are doing faithful, conscientious work in the line of vocal music, and yet realize that, after all their efforts, the singing done by their pupils is neither very musical nor very attractive. I believe this is due to a wrong proportion between the technical or mechanical part of the music and the purely physical part.

We are satisfied with too little in the musical line; it is not enough that a child's voice should sing *do, mi, sol*, etc., in perfect tune with the pitch-pipe; he should be taught how that tone is produced, and how it can be produced with the least outlay of energy—for only when he has become unconscious of the physical effort, can he give himself up wholly to the artistic interpretation of a song.

It is not necessary for a teacher to take an expensive course of vocal lessons in order to secure charming results in class singing. The really essential things taught by professional vocalists are so few and so simple that the wonder is why more people cannot sing well; but the secret of success of the few, and why they are few, lies in these two words, "practice and perseverance."

Begin your voice training with this simple humming exercise; the position for it is to sit with back unsupported, hands on sides at the waist line, lips slightly pouting. Then take a deep-drawn breath and expel it in five short, staccato tones. Ask the children where they felt that breath; they will probably tell you "at the waist," "back of the lips," "in the head." If they do, they have learned the great fundamental principle underlying all correct singing and speaking—that the impulse is not felt in the larynx or throat, but starts from the diaphragm and is focused far to the front in the upper part of the mouth.

When the exercise is well understood, it can be continued on the other tones of the C scale, taking a deep-drawn breath for each new tone. Sing with the children in these exercises, after you have taught it to them; it will help teacher as well as pupil, and they will breathe when you do.

The exercise on the staff would appear thus,



Draw a diagram on the blackboard, showing diaphragm, lungs, larynx, roof of the mouth, and nasal passages and give a short, simple explanation of respiration and vocalization for your next nature lesson. Draw lines from the diaphragm thru the larynx to the front part of the roof of the mouth, showing how the higher tones are really focused in the nasal passages. If you do not feel equal to the diagram, hum low *do*, then high *do*, gradually raising the key and feel this for yourself, then give the exercise to the class.



Ask them where the tongue rested when they hummed the high note; they will find that it practically cut off the front of the mouth, by resting against the upper teeth, thus really forcing the tone higher up in the head. A little boy once told me that he felt high G between his eyes.

The third exercise combines the first and the second. Take each chord in one breath at first; then twice or even four times with one breath. The time should be about that of quarter notes at first; later, they can be quickened to eighths or sixteenths.



These exercises are entirely for the development of the diaphragm, to steady and strengthen its movements, and to appreciate the really vital part that this humble and neglected member must play in all vocalization. If the diaphragm feels tired after this practice, the fatigue is felt where it should be.

Number four is for the development of the tongue, tho it should be hummed like the others until it is well known. Take it slowly at first, using the syllable *lü*, and note the position of the tongue on low and high notes. Repeat the exercise later in accelerated time.



The long hold on the highest note is for the purpose of exhausting the lungs, so that the descending scale must of necessity be rapid and soft.

A fourth-grade class named this the "laughing exercise." It is really a fair imitation of a rippling laugh, and has the same effect in loosening the tense muscles about the mouth.

The fifth exercise serves three good ends; it gives the diaphragm plenty to do, loosens the tongue, and makes it necessary to hold the breath in reserve. It is written here only in the key of C, but it can be sung up to high C or even E, as only three tones are used.



A variation would be to use *do, mi, sol, mi, do*, instead of *do, re, mi, re, do*. Each teacher can vary them to suit the peculiar needs of her own class. Teachers of

primary grades can interest their classes by calling the humming exercises bees or wind.

Last year a primary class called the first part of number five a bee who waked up first in spring, then called his mates and went buzzing around among the maple blossoms. The highest exercise was the sound made by the entire bee colony in the blossoming maple, close by our windows. They took only G, E, C, in descending, humming very softly and slowly to represent the tired, pollen-laden bees flying home.

It is in the transition from syllables to the words of a song that trouble almost invariably comes. This is especially true in the upper grades where the songs have two or three parts. Some trouble at this point is inevitable, but it can be lessened very much by abandoning the syllables after they have done their part in giving the intervals, practicing any difficult phrase with a neutral syllable, such as *lü*, and then humming the song until time and tune are correct and breath is taken when it should be. Phrase the song by breathing, just as you would in reading it.

Explain the words of the song, and assign it for a home lesson, to be learned word for word. The fitting together of tune and words will then come with less friction.

The distinct and precise enunciation necessary to make the words of a song intelligible to a listener would be called affectation in reading or speaking; but the drawing out of the syllables of words in singing to suit tune and time makes them unrecognizable unless the lips do double duty and form the words so carefully that a deaf-mute could read them.

In singing do not lose sight of the proper focusing of the tone learned thru the use of the humming exercises.

The mouth, when one is singing, is a bell, rounded and resonant, and the well-placed tone strikes it as the clapper strikes the real bell; not in the narrow neck, but near the flaring rim. Convince yourself and your class of this by actual experiment, if you wish, and note the difference in tone produced by striking the bell at different points.

Last and greatest, a song must tell a story more beautifully than merely spoken words can tell it, else there is no need of the song. It need not be the story the song tells to you, but it must be the story it tells to the children. Guide and direct their interpretation of the author's and composer's meaning rather than supplant it with your own.

Notes of New Books.

The Woman's Manual of Law, by Mary A. Greene, of the Providence, R. I., Bar, is a valuable addition to the books of any woman, but more especially if she is a business woman or wage-earner. The arrangement of the subject-matter is intended to assist in making it clear and interesting to women readers. The entire cycle of a woman's life, from her marriage to her grave, is passed in review. In a clear, simple, and entertaining manner those principles of law are presented which govern the business world and domestic life. In this day when there are numberless women wage-earners and many women capitalists it is more necessary, than ever before, that women should be familiar with the laws governing the holding and management of property. The reviewer has paid attorneys hundreds of dollars for the very information contained in this manual. It is a book that contains principles of law, which most men understand in some degree (or think they do), but which most women do not understand, and wish they did. Just as "The Correct Thing" is a valuable reference book on matters of etiquette, so *The Woman's Manual of Law* will throw light on many a vexed legal problem. (Silver, Burdett & Co., 300 pages. Price, \$1.50.) B. E. L.

A short monograph on *Italian Painting* written by John C. Van Dyke, L.H.D., to accompany a series of fifty-nine large carbon photographs, illustrating the progress of the art in the peninsula, is issued as a small volume. It is intended to be used as an introduction to the study of the pictures. The carbon photographs, the illustrated descriptive catalog of them, and this introduction, make up an outline history of the Renaissance painting in Italy of educational value in schools and colleges. The large carbon photographs and the illustrated descriptive catalogs are in preparation and may be obtained from the publishers later on. (A. W. Elson & Company, Boston and New York.)

New Central High School of Philadelphia and Its Work.

By Jane A. Stewart.

If any one wants to see what modern development in secondary education is doing for the complete preparation of American boys for the work of life he has but to visit the new Central high school building at Philadelphia. In the new structure (to be) dedicated on Saturday next, November 22, 1902, by President Roosevelt and United States Commissioner W. T. Harris, the city of Philadelphia has made unsurpassed provision for its highest public educational enterprise. Few municipalities have exceeded the present buildings in size, quality, and completeness of equipment.

The substantial granite edifice fills the whole block bounded by Broad, Green, 15th, and Brandywine streets, not far from City Hall, occupying a total area of over 74,000 square feet. The ground covered by the buildings contain over 50,000 square feet. The total expenditure for site and structure reaches over two million dollars.

The structure is in two parts, each of four stories and a basement; the main building, which is the administrative and teaching center, being considerably larger than the annex which is devoted to the public and social activities of the school. The front facade on Broad street is most impressive with its tall tower capped by an astronomical dome rising 137 feet above the street.

The main building has ten laboratories and fifty-two class-rooms, with about a score of rooms utilized for other purposes. There are spacious stairways, numerous fire-escapes, and several passenger and freight elevators. The building is ventilated and heated by the fan system and lighted by gas and electricity. The sanitary installation is complete and embraces every modern improvement. Aside from the fact that the ceilings are of steel the construction appears to be most admirable. The stairways are of iron; the roof, slate, and the interior woodwork quartered oak. The corridors are very wide, measuring thirty feet, and the floors are laid in mosaic, the rooms and corridors being wainscoted in tile. The class-rooms are very spacious, the largest being 34x56 and the smallest 30x39 feet.

On being shown thru the class-rooms, lecture-halls, and laboratories one's attention is called to various original ideas in the way of equipment peculiar to this school. The seats, for example, in the class-rooms are of a special design, the outcome of years of experience. This feature embodies an arm-chair of very solid and heavy construction, not easily disturbed, with back built both for erectness and comfort and a side arm-desk. Following the need for a stool that will not tip for laboratory use one has been devised with flaring supports which is admirably adapted to its purpose. The drawing-room rejoices in a convenient and useful adjustable desk so constructed that it can be raised or lowered or tilted to any required angle.

The lecture-halls in amphitheater style, seating 175, are admirably fitted up with drop-curtains and shades and the requisite facilities for giving stereopticon lectures at any time. A draught chamber connects the demonstration table with the flue for the safe passage of noxious gases while making experiments. There is a most complete provision in the demonstration laboratory of the department of commerce where commercial products are scientifically analyzed. Each of the sixty desks is equipped with bottles for re-agents, with microscope, charcoal, magnet, scissors, scalpel, hammer, anvil, forceps, and blow-pipe, with a special desk receptacle for refuse matter underneath.

The president's and secretary's offices, the faculty library and committee room are on the first floor. The second floor is largely given over to science work. On the third floor is found the art department, while the fourth floor is devoted entirely to the expanding school of commerce.

Coat-rooms and lunch-rooms are provided in the basement of the annex and also the swimming pool. The gymnasium is on the fourth floor. Within the annex are a lecture-room, seating 800; the alumni library, reading and reception rooms, and the great assembly hall which will accommodate 2,500 people.

Aside from the fact that it occupies one of the best equipped and most handsome structures ever put up by a municipality for school purposes the school is unique in that it is a composite of schools. As the collegiate capstone to the city's public educational system it presents four distinct and complete phases. It is at once a normal school of high grade, a complete school of commerce, a school of science, and a broadly equipped college.

No statement regarding the educational status of the Philadelphia high school can be of greater significance than that it is classed by the highest authorities—the United States commissioner of education and the college and university council of Pennsylvania—among the colleges and universities.

It is in its organization and administration that one first notes its departure from the ordinary secondary school type. The principal of the Philadelphia high school is known as its president; the teachers are termed professors. These officials compose the faculty which, in its turn, is divided into regular collegiate departments, each with a responsible head to whom the details of supervision and oversight are committed.

This department system has, as may be imagined, great effect in harmonizing and unifying the teaching, in conserving effort and economy of time. The departments include ancient and modern languages, English language and literature, history, mathematics, physical science, biology, art, commerce, pedagogy, and Romance languages.

From a review of these departments of study one can gain a clear idea of what the modern high school of advanced type is doing to fit its pupils for the work of life and for higher study.

The Central high school presents a suggestive model for institutions of similar grade looking, as this does, to the fullest expansion of its powers and privileges in promoting popular education of the most practical type.

The studies are offered in five courses,—the classical, the Latin-scientific, the scientific, the course in commerce, and the graduate course in pedagogy.

The department of ancient and modern languages includes instruction in Latin, Greek, German, French, and Spanish. Latin is compulsory in freshman and sophomore years and elective thereafter. The other studies are elective. In the first year, it seems, students are thoroly drilled in the forms of language and in the fundamental principles of their syntax. The instruction afterwards is directed to the dual end of the institution, in not merely giving complete preparation for university work, but also in affording a broader knowledge of the language, literature, life, and thought of Rome and Greece, for the benefit of those whose systematic study will terminate with their connection with this institution.

English language and literature is naturally an integral part of every course, as also are history, mathematics, physical science, and biology. The work in English language and literature includes the study of rhetoric, composition, oratory, elocution, philology, biography, history of literature, and the history of the English language.

In history the student is given a general view of the growth of civilization. In the sophomore year English history and literature are combined in order to impress their mutual relations and to economize the students' time. Map-drawing and essays are required. The student gets a knowledge of the history of England, Greece, Rome, and Europe, and the political and social history of

the United States and national, state, and city governments.

The linguistic view of mathematics is emphasized. The geometrical and analytic treatment of problems are made equally familiar. The course is especially strong in astronomy, owing to the unusual combination of a fine astronomical observatory with the city high school, a fact that has done as much as any other one thing to elevate the educational standard of the school. The Philadelphia Observatory founded in 1838 at the same time as the Central high school is the fourth oldest in America. It contains the best scientific equipment of the day. In the new building it occupies seven rooms and a large transit room in the tower, and two equatorial domes seventeen and twenty-eight feet in diameter respectively.

In physical science induction and deduction are combined in useful proportion. Work in the laboratories corroborates the theories. Co-ordination between physical and life sciences is effected. Lectures, for instance, are delivered by the professor of biology on capillarity, osmosis, etc., directly after the subjects have been taken up in physics.

The student in the Central high school gets his knowledge of biological science under four heads: Physical geography, botany, zoology; and anatomy, physiology, and hygiene. The school museum contains a fine herbarium as well as a large collection of clastic models for botanical purposes. A fine collection of over fifty cases of insects, injurious and useful to crops, and a large collection of clastic models of other animals aid in the study of zoology. The human body is studied in its various phases and the modern ideas of contagion, malaria, quarantine, disinfection, ventilation, filtration of water, uses and abuses of alcoholic drinks and narcotics, all receive a share of attention.

Drawing of some kind forms part of every course. The main purpose in the art department is to develop the perceptive faculties and the reason, holding the acquisition of manual dexterity as of secondary importance.

The department of commerce which should be looked on, perhaps, as an entirely separate institution, is planned, conceived, and directed on a broader basis than that of a mere business school while the subjects of study show the bearing of a liberal secondary education on business. In addition to business technique the four years' course embraces English, Latin, German, Spanish or French, mathematics, history, science, economics. Industrial chemistry, commercial geography, commercial products of the world are scientifically taught.

It is an interesting fact that, tho the Boys' high school in Philadelphia was founded some time before that for girls, the latter was first to receive facilities for preparation as teachers. The graduate course in pedagogy at the Central high school to prepare boys for teaching was not started until 1896. In its two years' course two distinct aims are recognized. The professional courses provide a thoro training in educational theory and practice. The scholastic courses aim to advance the scholarship and perfect the skill of the student in the subjects required for elementary schools.

Endowed with collegiate powers by special act of the Pennsylvania legislature the Central high school confers the degree of Bachelor of Arts upon graduates in the classical and Latin scientific courses; that of Bachelor of Science on graduates in the scientific course, and that of Bachelor of Science in Economics on graduates in the course in commerce. The degree of Master of Arts or of Master of Science is bestowed upon graduates of five years' standing who have had the bachelor's degree and who have shown by thesis the results of two years' post-graduate work in literary, scientific, or professional study.

The chief of the numerous undergraduate societies is the Athletic Council, which supervises the work of the athletic teams. The C. H. S. House of Representatives, organized in connection with the course in political science, furnishes outlet for forensic ability. Journalism is not neglected, for the senior class edits and

publishes monthly *The Mirror*, journal of the undergraduates, and also official organ of the associated Alumni—the most important organization connected with the school.

The Alumni, now numbering nearly 1,000 members, directs its efforts continually to the promotion of the best interests of the school. To it belongs the credit for the handsome new structure as well as every advance which has been made in popular sentiment for public education in Philadelphia.

In the early years, when the usefulness of the public high school was in doubt, the conclusive argument was the object lesson furnished by its graduates. There could be no better evidence of the work of the Central high school as a sound preparation for the work of life in any vocation chosen than in a study of its alumni. They are found in public life, in ministry, in law, in business, in medicine, art, music, and science, in educational work, in journalism, and in the industries. Among them are men of national and world-wide reputation as thinkers, masters, and leaders, including Henry George, Hon. Ignatius Donnelly, Frank R. Stockton, George Alfred Townsend, Rev. Dr. Wm. Elliott Griffiths, Patterson DuBois, Elihu Thomson, Prof. Charles Zeublin, Dr. Cyrus Adler, Dr. W. W. Keen, Dr. Thomas M. Drocon, Chas. H. Cramp, Clement A. Griscom, P. A. B. Widener, and Charles F. Yerkes.

Need of a State Board of Education.

By DR. H. ERNEST SCHMID, President School Board, White Plains, N. Y.

The United States commissioner of education in his report for 1897-1898 states that at an estimate only twenty per cent. of the entire population, July 1, 1898, were enrolled in the public elementary and high schools and yet thirty-five per cent. of the whole population were of school age—that is, between five and twenty-five years old. If the same ratio of persons of school age exists now as it did twelve years ago, we can safely assume that from twelve to fifteen per cent. of our children are not even enrolled in any schools—and seventy per cent. of this number, or all under fifteen years—should be. This means that we have some 8,000,000 children without schooling.

We learn that of 9,344 convicts sent to the Elmira reformatory eighty-nine per cent. lived at home until after they were fourteen years old, and twenty-seven per cent. had secured a common school or higher education. From even this single statement it can be assumed that at least one-third of all the criminal class is the result of defective parental training.

How terrible, then, is the reflection which forces itself upon us, that proper training would most probably have saved the state from the dangers of this portion of the criminal class. Statistics have shown that three-fourths of the criminal class altogether are recruited from the neglected, the abandoned, defective, and delinquent children who are allowed to grow up without adequate training. All state efforts to reclaim the adult criminal have met and ever will meet with precious little success. All should be done to start the young on the right path. And here is the great duty of the state. To protect the people from criminals, repressive justice of the state ought not to concern itself with the punishment but with the prevention of future crime. Punishments are no remedies of offences, they are but secondary means of social self-defense. We are apt to forget that in treating an offender the state should not act as a revenger, but as a protector of the people against further criminal acts by the same individual.

How, then, is the state to proceed in this direction? By compelling all children to be properly educated. By that means alone can an illiterate mass of 1,400,000 adults, according to a census of six years ago, be reduced to less and less alarming numbers. For there is always danger for a democratic government as long as even

minority remains unintelligent, and hence liable to be swayed by demagogues, delusions, or unhealthy excitement. But in order to make this great and apparently only measure (universal education and training) successful, many things connected with its proper and therefore effective administration must be changed.

It would be mistaken delicacy to hesitate in the statement that many of us who are members of educational boards are utterly unfit for the position. And yet they decide upon the amount of the tax to be levied, they collect and expend it; they provide such school-houses, accommodations, furniture, supplies, and text-books as they see fit; they fix the school terms, prescribe the course of instruction, select and employ and fix the salaries of all teachers. Are not many trustees chosen on account of political prominence? Do not many seek the office simply to gain prestige or power and patronage, or even for profits they might reap personally in giving contracts or making purchases? Is not, to many, the school-trusteeship simply a stepping stone to political preferment? It is only lately that I have become acquainted with the fact that it is a settled custom with dealers to pay ten per cent. commission to heads of committees of political boards on objects they are charged to buy for their political constituents. A beautiful state of corruption, and admitted unblushingly. Let me investigate a little further. Do many or any of us know the most important features in the construction of school-houses, or do we not follow blindly an architect whose plans were, perhaps, accepted thru his having a "pull," and who may, himself, be totally ignorant of those same important features? Have we thought about the proper dimensions of a classroom of capacity to seat forty-five pupils? Do we know that a square room is wrong and an oblong room of certain dimensions the right thing? That the ceiling should be thirteen feet high, the window sills three and a half feet high and the glass to extend to the ceiling and the amount of glass space to equal at least one-quarter of the floor space and preferably one-third? That each child should have so many square feet of floor space and so many cubic meters of air? That the divided window shades that come from both top and bottom are to be avoided and only those from the top used? That the light should always, if possible, come in from the left of the pupil? That the walls should be painted, *not* calcimined, and what would be the best color? That there should be plenty of space near the blackboards to give room for free movements of the children?

So much for the school-house. Now, how are the teachers selected? I refer, of course, more especially to outlying country districts where no efficient superintendent or principal is ready to advise. The first consideration is generally the amount of salary asked. A low figure pleases at once; add to that a probable influence she can bring to bear upon the trustees and the fortunate fact of her being a woman with a prepossessing exterior, and she will get the position. The knowledge of the existence of this method is largely calculated to keep the best talent out of the profession of teaching. The low rate of pay in most places is another factor. In the year from 1897 to 1898 the average pay of men teachers in our country was \$45 per month and for women teachers \$38.74 per month. Of this a percentage was often exacted to secure an appointment and the retention of it. The wire-pulling and management required has disgusted many valuable instructors and driven them out of the profession, especially since appointments are made for only one year at a time and since, therefore, the above disgraceful work has to be gone over again and again. Nor is this all; but teachers serving under such uncertain conditions are apt to do their work perfunctorily, being never secure in a continuance of their position.

I am sure that many trustees would sneer if they were to hear me maintain that the children's eyesight is impaired by light coming in the wrong way, by having to look at the blackboard in an extreme slanting way, because of extreme seats left or right in a square-shaped room instead of an oblong room; by having the walls wrongly colored, as, for example, red or yellow or pure

white; or, if I say that a curvature of the spine can be produced in the young pupil by a constant strained position, such as they must assume when learning to write the slanting handwriting. The vertical handwriting does not call for such unhealthy attitude. I am perfectly aware that seventy-five per cent. of the pupils would not be hurt by it—being endowed with more vigorous frames—but twenty-five per cent. are always found among a hundred children in whom a deformity could readily be produced. This is a fact based on statistics. Therefore do not say, "It did not hurt us when we went to school." A narrow and selfish and thoughtless expression, and yet one that is not infrequently heard where one tries to be a reformer. Let me tell you that a distinguished German investigator found, that of 1,000 cases of curvature of the spine, 564 developed it between the seventh and tenth years of their lives—which is at a time when, with the beginning of the second dentition, an increased growth of the whole skeleton takes place. I said above that in twenty-five per cent. of the children spinal curvature seems easily produced. I wish to say, however, that I do not mean by this that they were really born with it, but I do maintain that they inherit a certain relaxed condition of the whole system, one possessing little resistance to the strains upon parts of the spinal column upon which the curvature easily develops. Nothing acts more injuriously in this direction than the attitude of writing in a slanting direction.

Again. Suppose the district has succeeded in engaging a good teacher. How often is she hampered by active or passive interference of some ignorant trustee, because he finds she is doing things differently from the way it was done "when he was a boy." The excellent and advanced teacher is alive to the fact that all her pupils cannot be treated alike; that one subject is learned easily and another with difficulty by the same individual; that one learns one thing easier than the other; that the early morning hours are best for the severest tasks and the afternoon for the lighter ones; that the mind runs down after lunch and needs a session of rest that it may recover itself again later on; that gymnastics alone do not afford that mental rest, for even gymnastics require the attention of the mind. I say that an advanced teacher bears all this in mind and endeavors to treat her pupils accordingly. But I know of trustees so ignorant that they will criticize all such endeavors and sneer at them as new-fangled humbug.

All these difficulties are to be found in our system of free public education. And yet upon it rests the safety of free popular government. Therefore to economize in educational matters is unsafe and unwise, and to leave the whole management of these vital means of safety—the free public school—in the hand of more or less unintelligent boards of trustees, often simply local politicians, can in the long run produce only most disastrous results.

What proposition do I now bring before you to remedy all these results?

There should be created a state board of education in every state, with intimate reference to a national board. I believe thoroly in the centralization of power in educational matters. A universal establishment and general regulations thruout the state would give the most complete public school system, and insure the proper education of all children under ten years of age in our land. Such a state department should be composed of men qualified to give the best advice regarding the proper construction of school buildings, to prescribe a uniform course of instruction, to provide well qualified teachers, to fix their salaries and promotion according to their work, to fix the length of school terms, to enforce regular attendance, to supply furniture, apparatus, and text-books. The state should gather in the school tax and distribute it according to the population of each district. The state should appoint superintendents and their assistants for each school district, whose duty it would be (as that of present superintendents), to direct the education in all the public schools within their districts, and to compel all children under ten years of age to attend some school during the year.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING NOVEMBER 22, 1902.

The next move to be looked for will probably be the organization of a union of non-union teachers.

Some distinguished gentlemen expect altogether too much of the schools judging from their criticisms of what they are pleased to call "grievous failures of the schools." Prevalence of crime, hostility or indifference to the churches, the existence of vice, irreverence to parents and to the aged, gambling, increase of the liquor traffic—everything reprehensible is charged to the schools. If these charges would be evidences of a strong faith in the power of the schools which is grieved only because its expectations have not been fully realized, we might have reason to be regretfully proud of them. But, as a matter of fact, they simply demonstrate the schools are considered convenient dumping grounds for complaints touching the shortcomings of civilization. When it comes to a distribution of praise for the good there is in the world most of our critics are not as liberal in assigning credit to the schools.

However, whatever the world may see fit to say, it behooves the schools in times of national calamity (and strikes belong under this head) to go into themselves and ask wherein they might help to uplift the nation and prevent the recurrence of similar misfortune.

The school's responsibility is no longer confined to the young. The world has discovered that there are possibilities inherent in this institution which ought to be exploited for the strengthening of our democracy and the inauguration of an era of peaceful co-operation. One thing in particular has impressed itself deeply upon the public conscience and that is the exceeding importance of suitably providing for the leisure time of the laboring people. The decrease of working hours ought to produce an increase of opportunity for recreation and self-improvement. The safety of society is poorly guarded where the schools fail to recognize this condition in a practical form. It is from the armies of the people coming to us from countries in which a lower civilization prevails as well as from the people for whom the schools have failed to provide resources to occupy the mind after the day's work is done that the enemies of social order are recruited. Here we have a strong argument in favor of extending the social mission of the school. While this mission is neglected the influences of the saloon, yellow journalism, and the demagogues of the political platform and desecrated pulpits will continue to spread and fortify class hatred, and stir the disgruntled and ignorant to strikes and social disorder.

In attempting to publish the returns of the recent elections of state superintendents of public instruction at the earliest possible date, a mistake was made which THE SCHOOL JOURNAL acknowledges with pleasure. The returns up to the moment of going to press seemed to indicate the election of Mrs. Brandt to succeed Mrs. Grenfell as state superintendent of Colorado. Now the actual facts are that altho the Democratic state ticket was defeated, Mrs. Grenfell, who ran ahead of her ticket by about nine thousand votes, was elected. An observant educator of Colorado writes: "The unusual occurrence demonstrates that people can rise above partisan feeling to elect a successful and efficient person to an educational office." Good! Colorado has done nobly.

At a recent election, by a very decisive vote, Missouri declared in favor of encouraging the progressive educational policy of its present superintendent of schools by adopting two constitutional amendments. One raises the levy for school purposes from forty cents on the one

hundred dollars assessed valuation to sixty cents. The other continues the investment of four and a half millions of permanent public school funds in state securities bearing six per cent. State Supt. W. T. Carrington was re-elected by a plurality of 44,000, a larger plurality than has been given a candidate for any office in that state for some years.

A fund of \$150,000 has been raised by the public-spirited people of Indianapolis to construct a national technical institute. The newspapers of the town did good service in collecting this sum.

The Whittier homestead at Haverhill, Mass., was recently partially destroyed by fire. It is to be restored exactly on the old lines, the heavy oak timber of the lower story still being serviceable.

The University of Pennsylvania will send out another Babylonian expedition under Prof. Herman V. Hilprecht. This expedition will continue the explorations and discoveries which have been made at Nippur, where very remarkable discoveries of remains of ancient civilization have been found.

According to the report of the French ministry of commerce there were 528 strikes in France during 1901. 111,414 people took part, and as a result 1,863,050 days were lost.

A perfect specimen of the skeleton of the Mastodon Americanus has been found at Grove City, near Chillicothe. The tusks are from ten to twelve feet in length. Their size and the condition of the teeth show that the animal was full grown when it died. Other well preserved specimens have been found in marshy beds in Ohio; but this was found in clay.

The figures on illiteracy recently published by the census bureau prove conclusively that the efficiency of school work has made a rapid advance in the several states. In 1900 there were eighteen states in which ninety-nine per cent. of the children between ten and fourteen years of age could read and write, whereas only two states had this percentage in 1890.

In the last ten years there has been a decrease of illiteracy in every state and territory. In the South the improvement is especially notable altho the illiteracy among children of school age in Louisiana is thirty-three per cent. This is because of the large number of negro children that have been left uneducated.

The School Age.

How old should a child be to attend school? In the old-time school, where they learned to spell so perfectly, according to some mistaken people, they sat on the low front benches, and were called up twice a day to say the alphabet. Parents thought best to have them stay away until they were eight or nine years old. It was the saying of Horace Mann, "If the school is a proper one they cannot begin too early, if not the longer they stay away the better."

The kindergarten realizes the idea of a "proper school" for young children, and the question will become one concerning the right age to attend that. This is fixed for five years, in some cases at even four. As two years are to be spent in that the primary school should allow those who are six or seven years to attend. As to the age for compulsory attendance, we do not think children should be compelled to attend school until eight or nine years of age. And here great discrimination should be applied. There are children nine or ten years of age that it would be cruel to compel to attend school; the mother is almost as needful to them as the parent of a young kangaroo is to it. The sturdy boy who is roaming the streets is the one to apply compulsion to.

As to College Training.

The installation of Edmund J. James as president of Northwestern university brought together a large number of most distinguished men and in their speeches they naturally applauded a college education; it is right they should do this. There are profound reasons why men should be extensively educated, if the term is allowable. Among others Oliver Wendell Holmes, who has just been appointed a justice of the United States Supreme Court, gave an address and we append that part that applauds a college course of study:

I have listened with interest to able business men when they argued and testified that a university training made men fitter to succeed in their practical struggles. I am far from denying it. No doubt such a training gives to men a larger mastery of the laws of nature under which they must work, a wider outlook over the world of science and of fact. If I could give to every student a scientific point of view, if education could make men realize that you cannot produce something out of nothing and make them promptly detect the pretense of doing so with which at present the talk of every day is filled, I should think it had more than paid for itself. Still more should I think so if it could send men into the world with a good rudimentary knowledge of the laws of their environment.

But, besides prosperity there is to be considered happiness, which is not the same thing. The chance of a university to enlarge men's power of happiness is at least not less than its chance to enlarge their capacity for gain. I own that with regard to this, as with regard to every other aspiration of man, the most important question seems to me to be what are his inborn qualities. Mr. Ruskin's first rule for learning to draw, you will remember, was, be born with genius. It is the first rule for everything else. If a man is adequate in native force he will probably be happy in the deepest sense, whatever his fate. But we must not undervalue effort, even if it is the lesser half. And the opinion which a university is sure to offer to all the idealizing tendencies—which, I am not afraid to say, it ought to offer to the romantic side of life—makes it above all other institutions the conservator of the vestal fire.

In our opinion the greater question is how to increase human happiness; there are vast numbers of prosperous men that are to be pitied. Dr. Deems, a most competent authority, said his pity had been more profoundly stirred by an acquaintance with the very rich people than from his knowledge of the very poor. Prosperity and happiness do not go hand in hand, tho many persons think so. We are inclined to think that education has more to do with happiness than prosperity, and if we could we would send all to college to increase their happiness. Those who educate themselves with the design of becoming more worldly prosperous may attain that end, but they makes a sad spectacle for thoughtful persons. The proper course is to educate that one may understand God, himself, and the world more perfectly. If he becomes prosperous let him still continue to educate himself—that is, consider those large questions that the thoughtful sit before them and to which they give daily consideration.

It is quite pertinent here to object to that spirit that seems to be taking possession of the colleges to aim at wealth as the great goal to be achieved. The faculties too much delight to point out the graduates who have become millionaires. The student keeps before him the names of those who have left his college and have achieved greatness. We confess our interest is with those who walk "along the cool, sequestered paths of life." For instance, there is a clergyman now preaching in a village church who had a good standing in college; he is more devoted to his calling than another with lesser scholarship who fills a city pulpit and draws a salary ten times as large. The practical question is, "Can the college insure (to a degree) the happiness of both these classes of men?"

It will at once occur to the thoughtful reader that the argument for a college training as opening up means of happiness applies to the school, even to the kindergarten. The reason we are in the world at all is that we may obtain happiness. The reason we build houses, sow grain, plant trees, and learn to read and write is to add to our happiness. Does the teacher not add immensely to the stock of human happiness? In our

judgment, next to the parent, he is the main cause of the happiness that exists; or, at least he may be. In reading "Tom Brown at Rugby" lately we were struck with the tide of happiness that seemed to flow there. The author in later years referred to the period he spent in Rugby and wrote, "We were happy then because we sought happiness; we are not happy now because we do not seek it."

It would be a good theme for Presidents James, Butler, and Eliot to discourse upon to their students, "How the Educated Man may Achieve Happiness;" and, if possible, prove that a college education would yield many returns in the way of happiness. There is a pretty widespread belief that this is a vale of tears and that the only thing to do is to grin and bear it. These conclusions the college-trained man should be able to overcome.

Permanent Tenure of Office.

The schools of Pawtucket, R. I., have made splendid progress in recent years and the present administration is conscientiously laboring for still greater advance. The point at which prompt action is most desirable is the assurance of greater permanency to the superintendent. The teacher's tenure of office has already been made more sure, as will be seen from the following extract from the latest report of the school board:

"The new rules provide for the teachers holding their positions during the pleasure of the school board, provided, that teachers who shall have served for three successive years shall not be subject to removal except for such misconduct or incapacity as the school board may deem a disqualification for said position.

"All removals shall be made by the board upon charges previously made in writing, which said charges shall first be submitted to the committee on qualifications and to the teacher against whom the charges are made.

"The said teacher shall be given a hearing upon the said charges before the committee on qualifications, and upon the conclusion of this hearing the committee shall report its findings to the school board, in which body the final disposition of the case shall remain.

"This rule, which went into effect in September of this year, insures to the teachers who have served the city for three successive years a permanent tenure of office until they regularly resign or are dismissed for cause. There will in time be no re-election of teachers, even in form."

"This new departure will certainly be satisfactory to the teacher and is good for the schools. The greatest good to come from this rule will be the dispelling of the fear which comes to many of the teachers just before the annual election of teachers in May. It will also prevent a teacher from being dropped from the list for reasons which otherwise might never be known outside of the board."

The advanced ground taken by Chairman Nicholas, of the school committee, with reference to the superintendent's tenure of office may be judged from the following recommendation:

"If a permanency of office is good for the teacher it is certainly to be desired for the superintendent who is to oversee, control, and direct the teachers.

"The humiliation and uncertainty of an annual election ought not to be forced upon a man who occupies a position in which the best results can only come by experience.

"The school board in this city is constantly changing in membership, and seldom does a member who has served a full term desire a re-election. Thus a board with a third or more new members each year elects the superintendent. The present school board believes the superintendent should be elected for a term of years, and have instructed the chairman to secure the necessary legislation from the general assembly at its next session."

Pawtucket has a good school superintendent in Mr. Henry D. Hervey, and the suggested legislation is particularly appropriate under these auspices.

Politics in Education.

This is indeed the sore spot in what is claimed to be the "best system in the world." There are few towns or villages whose school administration has not been besmirched by the taint of politics. There was a city whose superintendent was a most upright man; he was there for years. In fact, he should have resigned before he was forced to. But he liked the work, was popular, and held on. There was an element in the school board that saw he wanted to stay and it began to "use" him and he was foolish enough to be used.

This element told the superintendent that it would render him popular to get this one's daughter in; he yielded. The same reason was given why another untried and unprepared person should be put into the teacher's place. So it went on. Of course the school deteriorated; there was indignation; new men came into the board and our superintendent went out.

That was in a city. But small towns also suffer from politics. A certain doctor had a brother's widow left on his hands. He went to a doctor on the school board and asked that she be appointed as teacher. She had no experience; had merely done housework, could read and spell, but she must have a certificate of fitness, and that the superintendent must give. The doctor saw the superintendent and threatened him with the loss of his position if he did not give the needed document. It was given. The school board knew how it all came about. The next year they dropped the superintendent, but the unqualified teacher staid on.

But why cite instances; they abound. The question will arise, Is there no way to separate education from politics? It is not proposed that teachers should control the salaries, the buildings, or the appointments, but that the certificate of fitness should be granted by them, and the question of administration should be referred to them. Here, we think, is an opportunity for reform.

All of the work of testing the fitness of teachers should be in the hands of experts, and these are legally the normal schools. Besides their graduates—those who pass proper examinations before the faculties of these schools, and those only should be allowed to teach.

From persons holding these diplomas or certificates the school boards might select teachers to fill vacancies.

Then the superintending body should have the power to declare work unequal to the standard; from this we would allow an appeal to an educated court composed of teachers appointed, say one by the superintendent, one by the teacher, and they two to select a third.

This may not be the best way, but it would bring a better atmosphere around the whole subject.

Each of these points would demand discussion. We would put the preparation of teachers upon the normal schools and they may as well have the entire work in their hands.

Don't Mention It.

Those school officials who make it their business to rehearse the deeds of money-makers to school boys in order (as they say) to stimulate them to go to school and study hard will have a fine text in the case of the Jockey Redfern. This young man was so good a rider of race horses that he was paid a \$9,000 salary during the year just closing. Mr. William C. Whitney, it is reported, is to pay him \$25,000 next year; and it is estimated that his real receipts will be double this amount. This fact will soon be told all over the country and there will be ten thousand who will want to try to ride horses in races in order to get a big sum therefor. The damage it will do is incalculable. When it was told some years ago that a baseball club had made \$10,000 in a year it aroused efforts among school boys that destroyed scholarship far and wide. We urge that every effort be made to get scholastic results out of the schools, let the joys of education be vividly portrayed. Money is not the su-

preme object to be sought in this life of ours. Take the 200,000 rich men in the country and take the same number of educational men and ask which division is the happier? Happiness rests to-day with the fifty millions who are unable to draw checks on banks.

As to Marriage.

The board of education of New York has a rule that a teacher (woman) who marries shall be deemed to have resigned her position. The city charter says that a teacher can be punished by fine, suspension, or dismissal after trial by the board of education for: (1) Gross misconduct; (2) insubordination; (3) neglect of duty; (4) general inefficiency; but removal or dismissal must be preceded by trial under some specific charge.

It appears that Miss Kate A. Hickey, teacher in No. 30, married in January and did not resign. Superintendent Maxwell refused to certify her pay-roll; she obtained a mandamus to be reinstated and Judge Cochrane says the charter does not specify marriage as one of the causes of dismissal; that no charges have been made and no trial has been had and so she remains a teacher.

This opinion ignores the power of the board to make rules, or rather, it puts the charter above the board. Now it would seem that the board must have power to make rules for the schools; if not, what is it for, anyway? It may be said that the board is not competent to declare that marriage unfits a woman for teaching. Must this be determined by the court of appeals? This is the condition of the case at the present, for the city appeals the case. The real question will be, Is this rule a reasonable one?

Teachers of Cooking Needed.

The Baltimore school board decided to establish this year a cooking school and advertised for a teacher offering a salary of \$540; no cooking school graduates applied, only cooks (one a colored woman), and Superintendent Van Sickle would not employ them. The law requires a competitive examination and expert persons to carry it on, when behold, not a single one of the teachers employed in the city was found to possess knowledge sufficient to act as examiner! One being asked very pleasantly by a member of the board what she would do if she should marry, replied, "Why, hire some one of course." The situation let in a flood of light on some minds, especially those who were opposed to the teaching of cooking.

Educational Meetings in November.

Secretaries of teachers' organizations are requested to notify the editor of dates of meetings, election of officers, and errors or omissions in this list.

Nov. 27-28.—West Virginia Teachers' Association, at Bluefield.

Nov. 27-28.—Western Ohio Round Table, at Dayton. T. A. Edwards, Xenia, president.

Nov. 27-28.—Southwest Kansas Teachers' Association, at Kinsley.

Nov. 27-29.—Central Kansas Teachers' Association, at Hutchinson.

Nov. 28-29.—Western Missouri Teachers' Association, at Marshall.

Nov. 28-29.—Northwestern Ohio Teachers' Association, at Findlay. W. W. Chalmers, Toledo, president.

Nov. 28-29.—Association of Colleges and Preparatory Schools of the Middle States and Maryland, at Baltimore, Md.

Nov. 28-29.—Southwest Nebraska Educational Association, at Cambridge.

Nov. 28-29.—Massachusetts Teachers' Association, at Boston. Supt. L. P. Nash, Holyoke, secretary.

Nov. 28-29.—Central Association of Physics Teachers, at Chicago. Charles H. Smith, Hyde Park high school, Chicago, president.

Nov. 28-29.—Eastern Ohio Teachers' Association, at Marietta.

Nov. 28-29.—Crawford County (Ind.) Teachers' Association, at Milltown, Ind., Supt. C. A. Robertson, president.

Nov. 28-30.—Ohio State Teachers' Association, at Findlay. Arthur Powell, Steubenville, president.

Fortify the system against disease by purifying and enriching the food—in other words, take Hood's Sarsaparilla.

The Educational Outlook.

The Franco-American committee, which has had under consideration the establishment of a great French industrial school in the United States, has definitely decided on Chicago as the most advantageous situation for the institution.

The school board of Fort Collins, Colorado, has in process of construction a new and elegant high school building to cost \$35,000. It is to be ready for occupancy in September, 1903.

Beloit college, Beloit, Wis., has elected Prof. E. G. Smith as acting dean.

Friday, November 1, was celebrated as Eugene Field day by the St. Louis public schools.

The Baltimore school board has decided to establish two new cooking schools, one in South Baltimore, the other in West Baltimore. Four such schools are needed, but the committee has been unable to procure the funds. In fact a large number of the items called for by the appropriations for text-books have been cancelled on account of the regime of economy in force.

A training college for teachers is to be attached to the University of London. According to the last report of the British board of education, out of the 25,000 certificated male teachers in England and Wales not more than 18,000 were trained, and only 212 had three years' training. Out of 43,000 certificated female teachers only 20,000 had special preparation and only 150 had three years' training.

After thirty years of service Professor E. A. Fuertes has resigned the deanship of the Cornell College of Civil Engineering. In accepting the resignation the executive committee at once appointed Mr. Fuertes professor of astronomy in charge of the Barnes observatory.

WILKESBARRE, PA.—Edward Reddington, a school boy died November 13, as a result of injuries sustained while playing football. He was playing with school-mates and in a scrimmage the other boys piled on top of him. He was internally injured and died in a few hours.

MANILA, P. I.—Superintendent Buck, of Cavité province, was recently captured by ladrones. He was held a prisoner for two days when he succeeded in making his escape.

The teachers of the Oskaloosa, Iowa, public schools are showing a lively interest in their teachers' meetings. Half of their time for the present year is devoted to the study of current history.

The first of a group of twelve buildings to constitute the National Memorial university at Mason City, Iowa, has been completed and is ready for occupancy. This institution is being established under the direction of the national organization of the Sons of Veterans. It will be co-educational and will have attached to it a fully equipped preparatory department.

Eight public-spirited citizens of Chicago have made preparations to organize a national school of music in that city. They have induced William L. Tomlins to return to Chicago and take charge of the institution.

The Education Department of Ontario has prepared a catalog of books for rural school libraries. John Millar, deputy minister of education, desires that his attention be called to any new publications suitable for school libraries.

PATERSON, N. J.—The schools are in danger of running short of teachers if the marrying of teachers continues at the present rate. The Normal training school has always been able to supply the demand for teachers, but so many have

left to be married that the superintendent has been obliged to combine classes in order to give all the pupils the necessary instruction.

Reports have been circulating in the daily press that the Rush Medical college was to combine with the University of Chicago and that \$8,000,000 had been secured to make this combined school the largest in the country. President Harper, however, has announced that there is no truth in the statement whatsoever; that while the medical school of his university will be built up the amount to be spent is unknown and probably will be materially less than \$8,000,000.

GREELEY, COLO.—The students at the University of Colorado went on a strike during the celebration which was recently held there, because they were obliged to attend courses while the affair was in progress. All who attended any classes were at once ostracized, and, as a result, no one reported at lessons.

Owing to the growing demands of the work and to his poor health, Mr. W. R. George, founder of the George Junior Republic, the self-governing school for boys and girls, has been obliged to resign as superintendent of the institution. He is succeeded by Mr. Parker, a former truant officer in Springfield, Mass., who has already taken charge of the school. Mr. George is still a vice-president of the organization, so that he will continue to direct the work of the institution. It is now nine years since the school was established, and it has been very successful in reclaiming boys and girls from the slums. There are now pupils at the school from sixty cities and towns in sixteen different states.

The professional examination for first and second class teachers in Manitoba, for those now in attendance at Normal school, will be held December 15-19. The professional examination for first class teachers, for those not attending Normal school, but only writing on the qualifying examination, will be held on December 22 and 23.

The Liberal university, of Silverton, Oregon, founded several years ago and supported by Free Thinkers in all parts of the country is to be removed to Kansas City.

School Strikes.

There have been several reports of labor unions and strikes in the schools in and about Chicago during the last few weeks. First was the organization of the teachers. This has been rapidly followed by organization among the pupils. To the best of their ability these young organizers have imitated their elders. There have been strikes in several schools. The children have had their union labels or cards, their pickets, their committees, and delegations, their crowd of hooters, armed with sticks and stones. In several instances the principals of the schools have had to be escorted to the street cars by policemen. In short, these miniature strikes have been modeled after more dangerous ones and are an added testimony of the imitateness and adaptability of childhood.

One strike was at Bloomington, Illinois, in the high school, where twelve pupils were suspended for participating in a "color rush." As a result the rest of the students refuse to appear until the expelled members are re-admitted to school.

Another instance occurred at the Haynes school, in Chicago. The principal suspended two boys for disorderly conduct. The rest of the pupils at once went on strike. The strikers demand the return of the two suspended members, shorter hours, and more vacations.

Rhodes Scholarship.

The following resolution has been adopted by the District of Columbia board of education and transmitted to Secretary of State Hay: "That the trustees of the will of the Rt. Hon. Cecil John Rhodes be invited to appoint an American commissioner to consist of the commissioner of education of the United States and other eminent educators representing public institutions of secondary and of college grade, who shall under the trustees be empowered to make and to carry into effect all needful regulations respecting the selection of qualified students from the several states and territories of the United States in accordance with the terms of the said will."

Ohio Teachers Meet in Indiana.

The Central Ohio Teachers' Association held its annual meeting at Indianapolis, Indiana, November 6 and 7. This is the first time on record that the teachers in one state have gone to another, in a body, to hold their fall meeting and visit schools. However the teachers declared the innovation pleasant and profitable. The first day of the convention was spent in visiting the Indianapolis schools and the second to the formal program.

The opening address was delivered by Supt. C. B. Gilbert, of Rochester, N. Y., on the "Educational Future." The way is already paved, he said, for an epoch when schools will be entirely freed from political interference. The schools of the future will be broader; greater importance will be attached to nature study, school gardens, music, and art. The school-house of the future will be the center of the neighborhood for social and intellectual entertainment, and the center of recreation.

William Hawley Smith spoke on "The People and Their Schools." He traced America's educational methods and traditions to their origins. He defined education as so training the powers that are within the student that he can do well that which he undertakes to do. William Werthner spoke on "School Spirit" advising teachers to mingle more with their pupils, thus promoting more school spirit which he considers the greatest factor in making successful schools.

Supt. W. H. Maxwell, of New York spoke on "Teaching as a Profession."

He observed that the teacher is excluded from the society to which professional and military people are admitted, and that to a certain extent this is true all over the country. He was positive that the reason lies in the fact that they do not attempt to exercise the influence they should.

He thought that many of them have become so accustomed to criticising and correcting that they are held out of close social bonds, because many fear they would insist on pointing out mistakes made in conversation.

He urged that the educational profession should have a code of professional ethics the same as any other profession and that principal among them should be culture, absolute independence, and gentleness. He urged the teachers to organize compactly in order to exercise influence in legislation and educational affairs and to make themselves felt in social life.

Officers elected for the coming year:

President—J. S. Weaver, of Springfield.

First Vice-President—J. T. Tuttle, of Dayton.

Second Vice-President—J. D. Harlor, of Columbus.

Secretary—Miss Emma Dann, of Middletown.

Executive Committee—H. C. Minnich, of Middletown, chairman; L. B. Demorest, of Marysville; William McLain, of London.

The American College Scope.

President Butler, of Columbia university, spoke on "The American College," at the installation of Dr. Swain as the president of Swarthmore college. He said, in part:

The two most active and dangerous foes of the American college to-day appear to me to be those who regard a secondary school training as adequate preparation for professional and technical study in a university, and those who, mistaking the form for the substance, insist that the course of collegiate study must be four years or nothing, unless it be that an especially hard-working student is permitted to squeeze four years' work into three.

The former sacrifice the ideal to the commercial and the material, and make every school of law, medicine, divinity, and technology in the land a competitor of the college. The college cannot stand that sort of competition indefinitely, and our life will be the poorer and the narrower if it goes.

The latter, by transforming the college into a university, at least for the latter half of its course, not only radically alter the college training and the college degree considered as ends in themselves, but also put the college in a position where it is economically impossible, and, from the viewpoint of social service and educational effectiveness unwise, to require the completion of its course as a prerequisite to professional and technical study.

Progressive Grand Rapids.

The school board of Grand Rapids, Mich., has established playgrounds on the school property and is now engaged in installing gymnasiums in all the schools; baths also are to be provided. A system for free lectures in the schools is to be established and several new buildings are in process of erection.

Winning Truants.

Several innovations have been made in the Grand Rapids truant school which will give the pupils something of practical interest. One of these introductions is the study of photography. Each boy has his camera and its use is made the basis for work in elementary chemistry and in nature study.

Pyrography has also been introduced. This is in connection with manual training work. This is another interest to hold their attention on their work. These methods are resorted to that the boys may be interested, and, as a result, that they may like school and become ambitious to learn not only in the shop, but also in the regular school-room.

Training Teachers' Convention.

The third annual meeting of the Training Teachers' Conference, of the state of New York, will be held at Syracuse, December 29 to 31. Among the topics to be discussed are: "How may a knowledge of psychology be made of permanent value to our students?" "Methods of teaching history and civics," "Nature study," "Observation work and practice teaching," "The teaching supply," "Physical training," and "Inasmuch as the material forms of expression are essential features of modern school life should not elementary manual training be a necessary part of the professional training of the teacher?"

Among the speakers are Supt. C. B. Gilbert, of Rochester; Prof. C. H. Richards, of the Horace Mann school; Prof. C. F. Binns, of Alfred university; Supt. George B. Griffith, of Utica; editor Ossian H. Lang, of THE SCHOOL JOURNAL; A. S. Downing, of New York; Dr. Hannahs, of Albany Normal college; Dr. F. J. Cheney, of the Cortland Normal school; Welland Hendrick, of New

York; Prof. W. H. Mace, of Syracuse university, and Supt. A. B. Blodgett, of Syracuse.

This program should call a large number of teachers to the conference.

The officers of the conference are, Richard A. Searing, of Rochester, president; George A. Lewis, of Syracuse, secretary and treasurer.

Teachers Licensed to Teach for Life.

The state department of public instruction has completed the examination of the papers submitted by candidates in an examination held August last for life state certificates. The state superintendent of public instruction prepares a course of study for teachers desiring to obtain a life certificate. Teachers are allowed three years in which to complete this course of study and pass the prescribed examination. The course embraces 27 different subjects, including mathematics, the sciences, history, literature, and the languages. Those who complete this course and pass the required examination receive a certificate authorizing them to teach for life in the public schools of this state without further examination.

State Superintendent Skinner will issue life certificates to forty-four teachers who completed this examination. The following is a list of names of the successful teachers of the state:

Mattie Buckland Ackerman, Syracuse; Daniel Bruce Albert, Mayville; Robert D. Angell, Smithville; Earl Glenn Baker, Grand Gorge; May Breed, Central Square; Mary Emma Buchanan, Clayville; Rose Bell Chapman, Newburg; Anna M. Chase, North Troy; Katharine E. Cockcroft, Lansingburg; Alida Coutant, Port Ewen; Thomas G. Cramer, Gasport; Lona M. Craytor, Chittenango; Helen R. Cullen, Pittsford; Anna S. Decker, Castorland; Elizabeth Dennison, Silver Creek; Clara M. Douglas, Jamaica; Solomon E. DuBois, New York city; Irving L. Farr, East Syracuse; Annie M. Galusha, Port Jervis; Fannie Marette Galusha, Cortland; Minnie Almira Graham, Lockport; John P. Granner, Constableville; Agnes C. Hayes, Bainbridge; John Herries, Jr., Branchport; Isabella Donald Hume, Lansingburg; Rose B. Kingsbury, Greenville; Mary A. Lannan, Rochester; Mina L. Larmon, South Corinth; Mrs. Minnie E. Loyd, Cooperstown; Charles F. McEvoy, Cortland; Frank Stanbro, Brookfield; Jennie L. Monroe, Cazenovia; Jessie C. Murphy, Malone; Lucia Pierce Ostrander, Corning; Yancey C. Pilgrim, Belleville; Mildred G. Pratt, Fernwood; Leighton Alli Soule, Jamestown; Thomas B. Stool, Cape Vincent; Shelley Kenworthy Townsend, Yonkers; Anna E. Webster, Lockport; Frederick V. Webster, Newfield; Julia Henrietta Wright, Phelps; Arthur J. Abbott, Oneida. One teacher from Pennsylvania received the life diploma, Mr. George E. Miller, of Harrisburg.

Education of Indians.

In reply to the attacks recently made on Indian schools, Superintendent Pears, of Haskell Indian Institute of Kansas, in his annual report says, that altho at times the work of education among the Indians does not satisfy the onlookers, to those who are in the work and can observe the development there is much satisfaction with the outlook.

The report says that of ninety-five graduates previous to 1902, at least seventy-seven are successfully earning their own living.

The fact, however, that the percentage of successes among those who leave the school without graduating is not as large as among graduates is cited as a strong argument in favor of the continuation of a thoro educational work. An encourag-

ing feature of the work is the constantly increasing demand among the Indian population for enrollment in the various schools.

Removing Politics.

There is a movement in Kansas to take the higher educational institutions of the state out of politics by having fixed sums set aside by constitutional amendment for their support. These institutions now depend upon biennial appropriations from the legislature, with the result that there is always wire pulling, scheming, lobbying and political conniving.

The plan proposed is for the legislature to submit a constitutional amendment to the people, fixing a certain tax levy for the support of the state educational institutions. This would remove the schools from politics and make them more efficient.

Politics at Leland Stanford.

Mrs. Stanford has apparently been aroused by the criticisms to the effect that professors "resigned" on account of political views. In reply to them she sends the following letter to the trustees:

"I desire that the university shall be forever kept out of politics, and that no professor shall electioneer among or seek to dominate other professors or the students for the success of any political party or candidate in any political contest. I hope that every voter, whether professor or student, will always thoroly inform himself upon every principle involved, and as to the merits of every candidate seeking his suffrage, and then vote according to his own best judgment and conscience irrespective of any importunity of others. And in order to freely do this he should not be subjected to any importunity, since it is possible that cases might arise where a mere suggestion might be understood to be a covert demand."

Is This Justice?

The paramount issue in the late campaign in Mississippi related to the distribution of the school funds. The platform of J. K. Vordaman, a candidate for governor, called for the education of the white children even if the negroes have to remain illiterate. The following is apparently an expression of the general views of the leaders of Mr. Vordaman's party in the state on this subject:

"The expenditure of money on negro education while working a deprivation on the whites, whom it would benefit, is an unwarranted prodigality, and as the interests of the state rest with the white people, the larger proportion of the school fund should be devoted to the education of the white children.

"The education of the negroes has been a failure, and this is proved by the statistics of criminality. These show that the free negro is more criminal than the slave; the educated more criminal than the illiterate.

"For these reasons the education of the negro is not only useless but damaging to all interests concerned and should be opposed in every manner."

College Entrance Unification.

The annual reports submitted at the recent meeting of the college entrance examination board, at Columbia university, showed that the number of institutions that have assumed an immediate responsibility for the work of the board has increased from fifteen to twenty-two. The number of places where examinations were held increased from 69 to 130, and the number of candidates examined increased from 973 to 1362.

A movement is on foot to make the entrance examinations of the board the graduation examination of preparatory schools.

New York City and Vicinity.

Public School No. 136, Brooklyn, was formally opened on November 11, with Mr. Charles O. Dewey as principal.

Miss S. A. Griffin, formerly tutor in literature in the East side evening high school, has been appointed principal of E. S. No. 23.

The new school directory, a neatly bound volume of 459 pages containing the names of all employees of the board of education, including the teaching force, has recently appeared.

The appellate division of the supreme court handed down a decision on Friday, November 14, requiring that New York university re-convey to the Medical college of the City of New York the property on the southerly side of twenty-sixth street, 150 feet east of First avenue, and the personal property of the laboratory. The Medical college laboratory was conveyed to the university as a trust in 1897. The New York appellate court finds that this trust has been violated and so directs that the property be handed back to its grantor.

The foundations of the new \$200,000 high school at Staten Island are finished and the building itself is being pushed to an early completion.

The Newark School Teachers' Guild has been changed into a county organization called the Essex County Teachers' Guild. Its program besides being social and educational will include a benefit fund plan. This fund is to enable teachers, who need a rest, to take an occasional respite of from three to fifteen weeks to preserve health and strength. In this way the local fund will aid the State Retirement fund by prolonging the period of active life.

An examination of applicants as supervising teachers of drawing work, in all of the boroughs of the city of New York will be held on Tuesday, December 30. The examination will cover drawing in charcoal from a cast, painting in water-colors from still life, drawing from the draped model in pencil, orthographic projection and working drawings, and methods of instruction in free-hand and mechanical drawing, clay modeling, paper work, color, and design.

Public School No. 8, at 29 King street, Brooklyn, has been opened as an experimental afternoon play center at the request of the settlements of the neighborhood. It is believed that it is better for the children to do their playing in the afternoon rather than at night.

Miss Whitney, district superintendent in charge, will experiment with domestic science in the evening play centers for girls.

The sum of \$5,000 has been authorized by the committee of supplies for the establishment of a pedagogical library in the building of the board of education. The library will be open for reference use to teachers.

Miss Celia Ettleson, a teacher in the New York schools, committed suicide on November 16. She had become despondent because a complaint had been filed against her at the board of education for punishing one of her pupils. The pupil had complained to her parents and they preferred charges against the teacher.

The biological laboratory of the university of New York has recently been the recipient of gifts amounting to several thousand dollars.

The sixth year class at the Normal college intend to produce a play of Shakespeare to create a scholarship fund

in addition to the loan fund established many years ago by the associate alumnae of the college.

Columbia university will shortly publish an extra edition of the annual report of President Butler, together with such portions of the reports of Dean Van Amringe of Columbia college, and Dean Kircey of the Law school, as relate to the curtailment of the college course.

Dr. Samuel Lindsay, commissioner of education for Porto Rico, addressed the regular Wednesday meeting, November 12, at Teachers college on "Education in Porto Rico." Dr. Lindsay pointed out that the chief problems before the board of education there are those of sanitation and the establishment of schools, the expense of which is now borne equally by this country and the local government. Several rural agricultural schools have been established and also manual training schools, a normal school, and a training school for nurses.

Five or six kindergartens have been authorized in public schools by the elementary school committee. However the committee is handicapped in this work by the fact that there are no kindergarten teachers to appoint. This fact probably indicates an examination at an early date.

A playground is to be placed in the rear of Public School No. 121. This playground will be 50 x 100 feet and will be graded and concreted. An iron fence will surround it and it will be connected with the school building by an iron stairway.

The committee of Teachers college for the aid of students in obtaining teaching positions, received during the past year direct requests for 580 teachers.

It is estimated that between ten and thirteen million dollars are necessary to make the accommodations of New York's schools what they should be. That is to say it will cost this to catch up with the school population that was allowed to outstrip municipal educational progress.

It is believed among the school people, that the board of estimate will allow nearly the whole of this sum for new buildings next year.

Pensions for New York Teachers.

The Teachers' Mutual Benefit Association of New York was the first to start the movement for pensioning teachers. Most of the associations which have been formed in other cities have been based on the experience of the New York organization, so that a discussion of it may be useful to other cities. At first the teachers paid one-half of one per cent. of their salaries to support the organization, and this amount was further increased by various fairs. The amount thus raised proving insufficient a bill was framed and passed thru the legislature setting aside five per cent. of the excise tax for the pension fund. This gives a fund of something like \$250,000 a year, which is placed in the hands of the comptroller and is paid thru him to the retired teachers. A teacher has to serve at least thirty years if a woman, and thirty-five if a man in order to be retired. The pensioner receives not less than half his active salary nor more than \$1,500.

School Libraries.

The New York Library Club recently held a meeting in the board of education building. Three addresses were delivered, one—"Public School Libraries," by District Supt. Edgar Dubs Shimer;

"A Boy's Education as Influenced by Libraries," by Prin. Edward W. Stitt, of P. S. 89, and "Two Unusual Phases of Library Reading by Public School Girls," by Miss Julia Richman.

Dr. Shimer pointed out that the library in the public school is no new thing, as in 1818 there was the class-room library. He urged that the teachers should study the needs of their boys and should assist them in making out lists of suitable books.

Dr. Stitt said that the great need of school boys is to have properly selected books and that the books should be made for the boy and not the boy for the books.

Miss Richman said that all librarians can do in the public schools is thru the teachers. She showed how difficult it is for many girls to read books not in the school work, and described several means of getting them into such work.

Advice to Parents.

Supt. William H. Maxwell has taken occasion to warn fathers and mothers against urging their children to extra efforts to obtain promotion. While home study, he says, is an important feature of education, it must be pursued according to rules. Only simple work, as spelling or supplementary reading, should be assigned to pupils in the primary grade; in the lower grammar grades outside work should not exceed a half hour, and two hours' home study is sufficient for the high school.

Home study may be of two kinds,—preparatory or supplementary, and as a rule it should be supplementary. At any rate great care should be exercised by the parent on this subject. Care, sympathy, and encouragement are a constant need of the child.

For St. John's Long Island Hospital.

Many teachers are working strenuously to promote the success of the grand concert, euvre, and Christmas dance to be given at the Waldorf-Astoria hotel, on Wednesday, Dec. 17, in aid of St. John's Long Island City hospital. The chairman of the committee in charge of the affair is Dr. John D. Melville, principal of P. S. No. 8, Queens. The general manager is Prin. Henry J. Heidenis, of P. S. No. 82, Manhattan. Among the other officers are Prin. J. F. Quigley, of P. S. No. 1, Queens; Miss Kate McWilliams, principal of P. S. No. 2, Queens; Miss Elizabeth C. O'Rourke, principal of P. S. 32, Manhattan; and Miss Monica Ryan, principal of P. S. No. 77, Queens. Among the teachers actively interested are Mrs. E. A. Loughlin, and Miss J. Boyle, Queens; Mrs. A. S. Hayes, and Miss R. G. Cannon, Manhattan; Miss M. Hughes, and Miss D. Axelstrom, Brooklyn. With all these teachers and their friends interested thru motives of pure philanthropy, a most enjoyable evening is promised, and a most brilliant and successful social event may be looked for.

Course of Study.

It is believed that the new eight-year course of study for New York city schools may become operative in February, 1903. The details of putting the system into the schools have not yet been worked out. The new course will probably be put into effect gradually in order to make the transition as easy as possible on the present pupils.

Committees of principals and teachers will be called upon to prepare the syllabi to accompany the skeleton course. It has been practically decided that some English history will be taught in the elementary schools.

Domestic science for girls and wood-working and shopwork for boys will form a feature of the new course of study. This work will be conducted by special teachers. Special attention may also be given to knife work, a form of minor carpentry and carving not requiring a shop.

No Need of Excitement.

Dr. A. B. Norton, editor of the *Homoeopathic, Eye, Ear, and Throat Journal*, denies the existence of a virulent eye disease among the children of New York and declares that there is little or no occasion for alarm. The affection which the health inspectors have called trachoma is not true trachoma. The disease generally found in the schools is successfully treated in from twenty-four to forty-eight hours, while in the case of true trachoma it is a constant fight for years to prevent blindness.

Ninety-five per cent. of the cases now called trachoma, Dr. Norton concludes, are really a simple, non-malignant, and probably non-infectious form of the disease.

Providing School-Rooms.

The board of education is rushing forward, to the utmost of its ability, the providing of new buildings to relieve the present congested state of the schools. The board has awarded the contract for a sixteen-room school, No. 176, at Amethyst avenue and Victor street, in the Bronx, to cost \$92,000.

Preparations are being made to build school No. 132, at Wadsworth avenue and 142nd street, borough of Manhattan. A contract for \$25,000 has been let to clear this land. The contract for school No. 143, borough of Brooklyn, on Havemayer avenue, between North Sixth and North Seventh streets will be let at once. This is to be a forty-eight classroom building with 2,400 sittings. Bids have also been asked for the contemplated addition of twenty-eight rooms to school No. 123, Irving avenue, near Sedam street. This addition will give 1,400 more sittings.

The work on the new manual training school in Brooklyn has already been started.

When these buildings are finished the board hopes the congestion will be somewhat relieved. Meanwhile the work on the temporary schools upon the recreation piers is drawing rapidly to completion.

Home Study.

In regard to the matter of overstudy and in this connection of home study President Hunter, of the Normal college, says: "Home study should not be abolished, on account of the moral discipline, particularly for the boy. It has immense value in compelling him to abandon his play to perform a duty."

Before the age of nine, however, Dr. Hunter would not advise home study and, generally speaking, before the age of fourteen one hour home study is sufficient. The school hours are, as a rule, too long, he says, and in consequence the children get too little exercise. One of the greatest errors in teaching is in pushing children ahead too rapidly. It is as unwise to force mental growth as to force the growth of a tree by tugging at its roots. But the pushing is the fault of fathers and mothers, and American parents are in too much haste to advance their children.

Penal Co-operation.

The boys of public school No. 55 have overturned tradition somewhat by constituting themselves the punishing agents of the teacher. The teacher had occasion to reprimand a boy recently for being late, and among other things told him he ought to be thrashed. The boys proceeded to carry out every wish expressed by her as

to this end by administering a thrashing to the culprit after school. As a result all the parties concerned were obliged to appear before Justice Mayer in the Children's court. The justice discharged them with reprimands for the boys. He also advised the teacher to be less expressive in her language.

Supt. I. W. Hill, of Gadsden, who was elected state superintendent of education for Alabama, will enter upon his new duties on January 15, 1903. He will be succeeded at Gadsden by Mr. W. E. Striplin.

Municipal Printing.

Henry A. Rogers, chairman of the committee on supplies of the board of education, has been investigating the subject of establishing a printing plant. There has been much complaint from various sources about the slowness of printing reports and other documents; also the difficulty of getting contract specifications printed has been used as an excuse for delays in repairing and building school-houses. If such a plant should be built the saving would be not only in time, but probably in money, too. A suitable plant would cost about \$20,000 as it would have to be fully equipped for circulars, books, and pamphlets.

Trade Schools for Girls.

The formal opening of the Manhattan Trade school for girls took place on November 6. On the first floor of the building is an assembly room used for light gymnastics, dancing, and weekly receptions. Back of this, on the same floor, are offices for the directors, board meetings, etc.

The basement is occupied by luncheon and cloak rooms. Later, classes in domestic science, laundry, etc., may be opened there. The number of pupils accommodated in the building is limited to one hundred, and there are many already on the waiting list. There is a club-room, attractively fitted up, and a well appointed library. The drawing, hand sewing, and pasting departments are on the second and third floors, while almost the whole of the fourth is reserved for the electric machine operators. This room is fitted up as nearly as possible like a veritable factory.

There is a trade instructor, a practical forewoman, with factory experience, associated with a scientific teacher in each department. The day pupils are selected on the recommendation of public school principals. Settlement workers, etc., from the most deserving applicants, receive scholarships of \$100, amounting to about \$2.50 weekly during the scheduled term. But the evening classes, which will be opened shortly, are self-supporting. They are designed for more advanced workers.

Mischievous Charges.

On November 12 the New York *Herald* printed a bitter attack on Dr. Maxwell and the board of superintendents for alleged antipathy to having German taught in the elementary schools. The *Herald* asserted that it has good authority for saying that the board of superintendents intends to allow the teaching of German to die out gradually by failing to appoint new teachers to vacancies caused by retirement or resignation. It also declared that no new appointments have been made and complained about the limiting of the German instruction to a few years in the course.

Teachers College.

The remarkable growth of Teachers college in the past four years is evident from these figures: in 1897-98 only 72 regular students were in attendance, only one of whom was a college graduate; last year the number of regular students was 535, of whom 222 were college

graduates, 77 had a partial college course, and 191 were normal school graduates before entering Teachers college.

Dr. Maxwell Favors German.

In regard to the attacks by certain German papers, City Superintendent Maxwell has given out the following signed statement:

"I am in favor of teaching German in the public schools. I am in favor of teaching German chiefly for two reasons. First, because of its value as a purely educational subject and as a means of intellectual discipline, and second, because of its great commercial value. The commercial value of a knowledge of German is constantly increasing. Hence, we have made German one of the most conspicuous features of the course of study in the high school of commerce. All reports to the effect that the teaching of German is about to be eliminated from the curriculum of the elementary schools are entirely without foundation. In all probability, however, there will be, after the new course of study is adopted, a very great reform in the teaching of the German language. As the subject is taught now it is taught for one hundred minutes a week during two and a half years. The results are most unsatisfactory. In the first place, the teaching of German is an optional study. Children are not required to learn the language. In the second place, the amount of time each week devoted to the subject is too small to permit of proper teaching on the part of the teachers or proper study on the part of the children. The teachers in the high schools of New York find that children coming from the elementary schools of New York who have studied German in this way know practically nothing about the language.

"Evidently this state of affairs cannot be allowed to continue. While I cannot anticipate conclusions that have not been definitely reached by the board of superintendents, I may say that in the grades in which German will be taught hereafter it will be required of all children in those grades, and it will be taught a sufficient length of time each week to secure adequate results for the money and labor expended.

"Furthermore, the course of study will be uniform for the entire city, and, unless my judgment is entirely at fault, I believe the recommendation of the board of superintendents will be that the teaching of German should no longer be confined to the boroughs of Manhattan and the Bronx, but should be extended to the other boroughs—Brooklyn, Queens, and Richmond. WILLIAM H. MAXWELL, City Superintendent of Schools."

New York, Nov. 13.

New Jersey Items.

On December 1 the salaries of the New Jersey teachers will be increased under the provisions of the so-called Murphy act.

The new school No. 29 in Jersey City has been opened and school No. 10, which has been closed for repairs, has also been completed. No new schools are being built in the city altho increased facilities are urgently needed.

The board of education of Jersey City has recently spent \$85,000 in securing a site for a new high school building.

The Jersey City teachers are holding fortnightly meetings for the discussion of methods of teaching and methods of unifying the course of study. These meetings are conducted by the several school principals under the general direction of Supt. Henry Snyder.

Miss Elizabeth M. Allen is to be returned to the principalship of the Hoboken training school, a position she occupied before being transferred to school No. 5 some time since.

Educational New England.

BOSTON, MASS.—The number of pupils in the public schools on Sept. 30 was 86,512 against 82,892 last year, a gain of 3,620 or 4.3 per cent. In the Latin and other high schools the gain is 405 or 6.1 per cent.

Misses Carolino D. Aborn, of Medford, and Mary C. Shute, of Boston, have been appointed to teach the theory and practice of the kindergarten in the Normal school.

Mr. Jean K. Howell, of Cambridge, has been appointed assistant in the Dorchester high school.

LEXINGTON, MASS.—At the dedication of the new high school Nov. 1, Secretary Frank A. Hill, of the Massachusetts state board of education, gave a very interesting account of the development of the modern system of education. He showed how a greatly increased attention is now given to instruction that leads the child to express thought. Yet this is secured with no loss of thoroughness in the essentials. As formerly understood, children still give a sufficient amount of time to the "three R's."

A brief description of the new high school will be given in THE SCHOOL JOURNAL for December 5.

The cornerstone for the new district school-house at Sound Beach, Conn., was laid on Wednesday, November 12, by H. O. Havemeyer. Mr. Havemeyer has given seven acres of land for the school site and \$10,000 to enable a satisfactory building to be built. The district had already appropriated \$20,000 for the school, but this sum was found to be insufficient for the building desired.

WATERTOWN, MASS.—The exchange of letters with schools in different sections of the country promises to be freighted with good educational results. The letter writing is done in connection with the study of geography and industries, and letters are written to and replies received from pupils in towns located in the coal mining districts of Pennsylvania, the cotton growing sections of the South, the agricultural section of the West, the Pacific coast, etc. The letters describe the industries and characteristics of the region being studied, and the Watertown pupils write about local industries and the historical points of interest of this vicinity. An exchange of pictures and specimens is also arranged.

Wellesley has established a course in art which may be taken beginning with the freshman year. A fellowship for advanced art study at home and abroad has also been established.

By invitation of the department of education of Harvard university, thirty headmasters of various schools attended a conference at Cambridge on November 8. President Eliot opened the discussion on the question, "What preparation should an intending teacher secure to promote his efficiency, and how may this preparation best be obtained."

ANDOVER, MASS.—Prin. Frank O. Baldwin, of the Pynchard free school for the last three years, has resigned his position owing to ill health.

LEXINGTON, MASS.—Prin. Henry W. Porter, of the Abington high school, has been elected superintendent and principal of the high school. He is a graduate of Harvard in 1896, and was for three years principal of the Quincy high school.

NEW HAVEN, CONN.—At the meeting of the corporation of Yale university, held on Nov. 10, Dr. Lyman Abbott, of New York city, was appointed Lyman Beecher lecturer on preaching for the current year. This is considered the most important lectureship in the university.

The new Silliman lectureship was filled for the first time by the appointment of Prof. J. J. Thompson, of Cambridge,

England. Professor Thompson is one of the leading physicists in the world. The lectureship has an endowment of \$85,000 and was founded by the Silliman family, of Brooklyn, in honor of Prof. Benjamin Silliman, who held the chair of physics from 1846 to 1853.

Mr. George Grant McCurdy was appointed curator of the anthropological collection in the Peabody museum.

Prof. D. Cady Eaton was invited to resume the duties of the chair of criticism and art. He was one of the professors in the art school soon after it was founded, but he resigned several years ago. He is now re-elected to his original professorship.

Meeting of New England Superintendents.

The New England Association of Superintendents discussed at its morning session, on November 14, the place of the Bible in public education. Pres. George Harris, of Amherst college, favored a judicious reading of the Bible in connection with literature. Browning, Tennyson, Shakespeare, Milton, and others are studied in the schools, he argued, but how can the pupil understand this literature and omit the Bible upon which so much of it is based? Poems and essays should be associated with their source. A volume of selections might be made that would prove exceedingly advantageous. A clear distinction should be made between the study of the Bible as a book of literature and the interpretation of its teachings on theology, which is out of place in the school.

Dr. John T. Prince, agent of the state board of education, followed, pointing out that the chief objection to the use of the English Bible in schools grows out of the feeling that it is a book of theology, a subject upon which people are not yet ready to agree. The book presented in the right way is much less liable to awaken prejudice and opposition than might be supposed. If the superintendents are convinced that the Bible would be of advantage, they should take some steps to influence its use. In the future it would be read more intelligently than ever before because all literature is taught more intellectually.

At the close of the session the association passed the following resolution introduced by Supt. J. H. Carfrey, of Northampton: "Resolved, That this body of New England school superintendents favor the reading of the Bible, without comments, in every public school in the land."

MORAL TRAINING.

Prof. W. G. Everett, of Brown university, read a paper upon "Moral Training in the School." He held that moral training should begin in the home. This should be confirmed and enlarged by the influence of the school.

RECONCILIATION OF EDUCATIONAL IDEALS.

Editor Ossian H. Lang, of THE SCHOOL JOURNAL, treated "Educational Duties Revealed by Strikes." (A synopsis of his paper will be published in a later number.)

Pres. Wm. DeWitt Hyde, of Bowdoin college, spoke of the "Reconciliation of Educational Ideals." Five ideals, physical, technical, liberal, theoretical, and spiritual all have their right place and claim. Hitherto each one, struggling to maintain itself, has seized some part of the educational field and striven to exclude all the rest. It is now time to stop the fighting and harmonize them all. No institution can prosper that lives in one or two of them alone. The time will soon come when our colleges will have courses prescribing a definite amount of work, while the nature of the pupil himself will determine the length of time it will take him to do that work.

President Hyde lamented the present system of examinations which tests memory alone. This makes them altogether too severe a strain. The pupils should be allowed to make use of their dictionaries, and of familiar and such other helps as they will have in the work of life. Modern conditions greatly add to the strain, of necessity; and in the place of doing all possible to increase that in severity, every effort should be made to build up a system of quietness and serenity.

Recent Deaths.

Dr. Caskie Harrison, head of the Brooklyn Latin school, died on Wednesday, November 12. He was born in Richmond, Va., and graduated from Rugby school and Trinity college, England. He was professor of classical studies at the University of the South from 1870 to 1882. He then came to Brooklyn and founded the Latin school. Outside of his regular school work he found time to do considerable literary work. He was the author of the "Odes of Horace in English Verse," and he collaborated in the preparation of Allen and Greenough's Latin Grammar and Goodwin's Greek Grammar.

MASTON, N. C.—Supt. P. B. Groome died November 8. He was a graduate of the University of North Carolina.

Prof. George Huesmann, who formerly held the chair of pomology and forestry in the University of Missouri, died recently at Napa, Cal. He was a prominent promoter of horticultural interests and was one of the best known pomologists in the United States.

NEW HAVEN, CONN.—Frederick J. Carnell, assistant in the laboratory of physics, at the Sheffield Scientific school was accidentally shot while duck hunting and died at the New Haven hospital, November 15.

Prof. Ogden Nicholas Rood, head of the department of physics in Columbia university for thirty-eight years, died on Wednesday, November 12. Professor Rood was born at Danbury, Conn., in 1831. He graduated from Princeton in 1852, and received the degree of master of arts from the Sheffield Scientific school in 1854. The next three years he spent abroad studying at the universities of Berlin and Munich. On the return to this country he was appointed professor of chemistry and physics in the Troy, N. Y., university, where he remained until 1864, when he was called to Columbia to fill the chair of physics. Thru his researches he was known as the "Father of American Experimental Physics," and he was regarded as one of the ablest men in this country in his specialty. He was the first to apply stereoscopic photography to the microscope, the first to make quantitative analysis in color-contrast, the first to measure the duration of flashes of lightning, and the first to make a photometer that is independent of color.

Professor Rood was a member of the National Academy of Sciences, the American Association for the Advancement of Science, the American Physical Society, the American Philosophical Society, of Philadelphia; the American Academy of Arts and Sciences, of Boston, the American Otological Society, the National Academy of Design, the Metropolitan Museum of Art, the American Academy of Science, the Barnard Club, the Century Association, the Yale University Alumni, and an honorary member of the New York Academy of Medicine.

Professor Rood was the author of "Modern Chromatics" and the "Voice and the Ear," besides some seventy-five other monographs published here and abroad.

He received the degree of LL.D. at the Yale bi-centennial celebration.

In the Sunny South.

December 12 will be celebrated as library day in the schools of West Virginia. This is in sympathy with the work which is going on in each town and village where library associations are being formed. On library day there are to be donations of books, magazines, and cash in each school and in this way it is hoped the nucleus for school libraries will be obtained.

Miss J. Nicholine Bishop was recently appointed a member of the state board of examiners of teachers, in Alabama. She is the first woman to hold a state office in Alabama.

Gov. Benton McMillan, of Tennessee, was recently asked concerning the workings of the uniformity text-book law in his state. "The law works admirably," he said. "The saving to the student in original cost is about one-third, and it is of conservative estimate to say that it will save a quarter of a million dollars a year. The people like the law and are supporting it by their votes."

NEW ORLEANS, LA.—The teachers' training department at Tulane university has started with 103 teachers in six different classes. The courses include psychology, philosophical ethics, English history, economics, mathematics, and English. The courses consist of afternoon lectures and are conducted with the purpose of raising the standard of excellence in the school.

The Louisiana State Public School Teachers' Association will meet in Baton Rouge, December 29 to 31. Among the speakers will be Dr. Thomas P. Bailey, of the University of Chicago, Col. J. W. Nicholson, of Louisiana State university, and Supt. Warren Easton, of New Orleans. There will be section meetings, in addition, to discuss primary and grammar grade work.

The New Orleans Pension League, which was organized in 1897 to provide for retired teachers, has about 200 members at present. The league is to hold a bazar this winter to double its funds and to increase the membership. This enterprise has been heartily endorsed by the school board and by the superintendent, and there is every reason to believe that

the efforts of the teachers will meet with success.

The State Normal school in Guilford county, North Carolina, is doing a grand work. It was established only ten years ago, but already over thirty-three per cent. of the teachers in the graded schools of the state are its graduates. There are at present 450 students and if there were accommodations there would be 1,000. The institution is partially supported by the state which endows it with \$40,000 annually.

Superintendents Organize.

A meeting of the County School Superintendents of North Carolina was held at Raleigh, N. C., November 13, 14, and 15. Its objects were to organize a state association of county superintendents and to furnish the general education board with data by which it could outline its work in the state.

Among the subjects under discussion were the plans of school-houses, and the ways and means for getting them. The subject of local taxation was also discussed.

Winter School for Farmers.

A winter school of agriculture will be conducted at Raleigh, N. C., for the benefit of farmers and farm boys. The instruction will be practical and up-to-date.

It will include only such subjects as are of practical interest and economic value on the farm. This school will hold a ten weeks' session and is a practical effort to improve the standard of farming operations in North Carolina.

An Important Departure.

An interesting announcement to those interested in Southern education, is that of the University of Tennessee that, beginning with January 6, 1903, there will be a department of education connected with the university. This is to be modeled on the Teachers college of Columbia, and is established to meet the needs of the South for an advanced school for the professional training of teachers. It will give instruction in pedagogy and psychology, modern

methods of teaching English, history, the physical sciences, nature study, manual training, domestic science, and other special subjects. Among the professors will be:

Professor P. P. Claxton, chief of the Bureau of the Southern Education Board; Professor Wycliffe Rose, of the University of Nashville; Professor B. B. Breese, Professor Charles E. Wait, Miss Lillian W. Johnson, Miss Florence Skeffington, Professor Charles A. Keffer, and Professor Charles E. Ferris, of the University of Tennessee.

Students in the department of education will be allowed to take any regular course in the university. Also a library of education is to be collected in addition to the general library.

The requirements of admission are the same as those for admission to other departments of the university. Teachers and persons pledging themselves to teach will receive free tuition. This will enable men and women of good scholarship to prepare themselves for positions as superintendents, principals, and assistants in all schools.

Miss Wright's Great Work.

The free night school conducted by Miss Sophie B. Wright in New Orleans is an interesting example of what self-sacrifice may do for others. In this school there is not a person who does not work from early morning until night, many of them coming to the school directly from work.

In one room of the school the foreigners, and men only, are grouped. They are of all ages and conditions. Here we may find a man of perhaps forty, an Austrian, Russian, Spaniard, Italian, Frenchman, German, or Pole learning to read or write. In another room are the half-grown boys, and in another, crowding into every inch of space, are the youngest boys. Then there are classes in bookkeeping, mechanical drawing, stenography, and typewriting, the passport to all being the inability to get an education anywhere else. One thousand and eight pupils are enrolled here under twenty-eight teachers and hundreds have to be turned away.

This work has devolved upon someone like Miss Wright because the city does nothing in this line, in spite of the fact that by educating the citizens the stand-

Three Important New Books

INTRODUCTION TO BOTANY

By William Chase Stevens

Professor of Botany in the University of Kansas

THIS new work for high schools and colleges will present in attractive form the best features of modern courses in botany, combining laboratory directions, descriptive chapters, and discussion and illustration of the fundamental laws that govern plant life. The illustrations will be original and abundant. Cloth, 448 pages. \$1.25. There will also be a special edition containing an analytical key and flora. This edition will contain 576 pages. \$1.50. The book will be ready November 25.

QUALITATIVE CHEMICAL ANALYSIS

By John B. Garvin

This work offers a practical introductory course suited to the needs of general students as well as of those who intend to become professional analysts. In its general features the book is inductive, with such suggestions and safeguards as seem necessary to avoid dissipation of time and of energy. Cloth, 249 pages, \$1.10.

A LABORATORY GUIDE IN ZOOLOGY

By Clarence M. Weed and Ralph W. Crossman

This book aims to give the student an adequate first-hand knowledge of organic evolution. It guides the student wisely, without telling him too much, and stimulates him to see and to think independently, without bewildering him with questions that he cannot answer. The directions to the teacher will be especially helpful. Cloth, 130 pages, 60 cents.

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London

ard of the city would itself be raised. A work like this should be the duty of every city government, but until the municipality recognizes its duty Miss Wright's work will mean much to the poor of New Orleans.

Texas News.

At the recent election an amendment was made to the Texas constitution making the payment of a poll tax a prerequisite to voting. A half of this tax is to be devoted to school purposes.

The Texas schools show an increase in their enrollment over last year. There are 3,838 pupils enrolled in Galveston and 5,763 in Dallas.

The Texas State university has an increased enrollment, the school of engineering passing the hundred mark for the first time.

The library has received as a gift the valuable library of the late Dr. Ashbel Smith, first president of the board of regents of the university.

Baylor university of Waco, Texas, will attempt to raise an endowment fund of \$94,000. In this it will be assisted by the Baptist denomination under whose charge the institution is conducted.

Southwestern university of Texas has appointed a commissioner of education for the purpose of raising \$150,000 for an endowment fund and \$100,000 for additional library and scientific facilities. The fall session of the university opened with an enrollment of 340 students.

The Value of Charcoal.

Few People Know How Useful it is in Preserving Health and Beauty.

Nearly everybody knows that charcoal is the safest and most efficient disinfectant and purifier in nature, but few realize its value when taken into the human system for the same cleansing purpose.

Charcoal is a remedy that the more you take of it the better; it is not a drug at all, but simply absorbs the gases and impurities always present in the stomach and intestines and carries them out of the system.

Charcoal sweetens the breath after smoking, drinking, or after eating onions and other odorous vegetables. Charcoal effectually clears and improves the complexion, it whitens the teeth, and further acts as a natural and eminently safe cathartic.

It absorbs the injurious gases which collect in the stomach and bowels; it disinfects the mouth and throat from the poison of catarrh.

All druggists sell charcoal in one form or another, but probably the best charcoal and the most for the money is in Stuart's Absorbent Lozenges; they are composed of the finest powdered Willow charcoal, and other harmless antiseptics in tablet form or rather in the form of large, pleasant-tasting lozenges, the charcoal being mixed with honey.

The daily use of these lozenges will soon tell in a much improved condition of the general health, better complexion, sweeter breath and purer blood, and the beauty of it is that no possible harm can result from their continued use, but on the contrary great benefit.

A Buffalo physician in speaking of the benefits of charcoal, says: "I advise Stuart's Absorbent Lozenges to all patients suffering from gas in stomach and bowels, and to clear the complexion and purify the breath, mouth, and throat; I also believe the liver is greatly benefited by the daily use of them; they cost but twenty-five cents a box at drug stores, and altho in some sense a patent preparation, yet I believe I get more and better charcoal in Stuart's Absorbent Lozenges than in any of the ordinary charcoal tablets."

Literary Notes.

The *Century Magazine* for December has seven notable articles and as usual is delightfully illustrated. Among these we notice especially the first of a series of articles on various corporations by Henry Loomis Nelson. The current one is on the United States Steel corporation. Josephine Dodge Daskam contributes "A Christmas Hymn for Children," and Jennie W. Smith describes the day nurseries of New York.

Among the fiction the most notable is perhaps a story by Burton E. Stevenson entitled "Uncle Bige's Creaking Heart."

Leslie's Monthly is printing a Christmas issue of the size and elaboration of a twenty-five cent magazine. It costs twenty-five cents to make and distribute, and twenty-five cents will be charged for it at the news-stand. Why not, if it's worth it?

Scribner's Magazine for November has many attractive features; it follows the fashion in presenting pictures in colors, the frontispiece being particularly fine and spirited. Scenes of real life are interspersed with the fiction, the "Paths of Immigration" being well portrayed. It is a worthy member of the great magazine company.

The *World's Work* for November is a "birthday number"; in a year it has achieved a remarkable and deserved popularity. The summary of events is one of the best we have seen; among them the value of the public schools is considered (on which we shall comment elsewhere). This summary considers the large question before the thinking public; eight or nine subjects relating to trusts and the coal strike are discussed. The other articles ally the paper with the *Forum* and *N. A. Review*.

A catalog of the publications of the great Western publishers, A. C. McClurg & Company, shows increasing activity. Among the volumes we note a large number of eminently valuable books, many of which are finely illustrated. The portraits of many of our best authors are given, which render the catalog valuable. Lincoln, Bishop Spalding, David Swing, President Jordan, appeal at once to us. This house is to be congratulated on its excellent selection of MSS. and the beautiful forms in which its publications appear.

Thirty Years Old.

The Christmas (December) number of *The Delineator* is also the thirtieth anniversary number. To do justice to this number, which for beauty and utility touches the highest mark, it would be necessary to print the entire list of contents. It is sufficient to state that in it the best modern writers and artists are generously represented. The book contains over 230 pages, with 34 full-page illustrations, of which 20 are in two or more colors. The magnitude of this December number, for which 728 tons of paper and six tons of ink have been used, may be understood from the fact that 91 presses running 14 hours a day, have been required to print it; the binding alone of the edition of 915,000 copies representing over 20,000,000 sections which had to be gathered individually by human hands.

Letters Mark Twain Gets.

Mark Twain is long suffering in the matter of a correspondence loaded with requests for favors from unknown people. He has consequently received the impression that when people find time hanging heavily on their hands, they sit down and write a letter to him asking for something. These requests are always preceded by profuse compliments. "In my judgment," said Mark Twain recently, "no compliment has the slightest value when it is charged for, yet I think I never get one unaccompanied by the

bill." The latest letter he has received is somewhat in the nature of a climax even to those that have gone before. A school teacher asks for his portrait in oil. "There is nothing we would appreciate so much," wrote this admirer, with true naïveté. "It could be used for years and years in the school." But the fact that it would cost the author a thousand dollars or so entered nowhere into the enthusiastic brain of the correspondent.

What Causes Deafness.

The Principal Cause is Curable, but Generally Overlooked.

Many things may cause deafness and very often it is difficult to trace a cause. Some people inherit deafness. Acute diseases, like scarlet fever, sometimes cause deafness. But by far the most common cause of loss of hearing is catarrh of the head and throat.

A prominent specialist on ear troubles gives, as his opinion, that nine out of ten



cases of deafness is traced to throat trouble; this is probably over-stated, but it is certainly true that more than half of all cases of poor hearing were caused by catarrh.

The catarrhal secretion in the nose and throat finds its way into the Eustachian tube, and, by clogging it up, very soon affects the hearing, and the hardening of the secretion makes the loss of hearing permanent, unless the catarrh which caused the trouble is cured.

Those who are hard of hearing may think this a little far-fetched, but any one at all observant must have noticed how a hard cold in the head will affect the hearing and that catarrh, if long neglected, will certainly impair the sense of hearing and ultimately cause deafness.

If the nose and throat are kept clear and free from the unhealthy secretions of catarrh the hearing will at once greatly improve and anyone suffering from deafness and catarrh can satisfy himself on this point by using a fifty-cent box of Stuart's Catarrh Tablets, a new catarrh cure, which, in the past year, has won the approval of thousands of catarrh sufferers, as well as physicians, because it is in convenient form to use, contains no cocaine or opiate, and is as safe and pleasant for children as for their elders.

Stuart's Catarrh Tablets is a wholesome combination of blood root, Guaiacol, Eucalyptol, and similar antiseptics, and they cure catarrh and catarrhal deafness by action upon the blood and mucous membrane of the nose and throat.

As one physician aptly expresses it: "You do not have to draw upon the imagination to discover whether you are getting benefit from Stuart's Catarrh Tablets; improvement and relief are apparent from the first tablet taken."

All druggists sell and recommend them. They cost but fifty cents for full-sized package and any catarrh sufferer, who has wasted time and money on sprays, salves, and powders, will appreciate to the full the merit of Stuart's Catarrh Tablets.

Skin Diseases

If you suffer from Eczema, Salt Rheum, Ringworm, Itch, Ivy Poison, Acne, or other skin troubles,

Hydrozone

will cure you.

Hydrozone is a scientific Germicide. Used and endorsed by leading physicians. It is absolutely harmless, yet most powerful healing agent.

As these diseases are caused by parasites, killing them without causing injury to the safer, naturally cures the trouble.

Sold by leading druggists.

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Our Times.

Sault Ste. Marie's Power Plant.

Sault Ste. Marie lately opened its new power plant, public men from all over the country taking part in the exercises. The waters of Lake Superior were let in to a canal that is 950 feet wide at the beginning and narrows to 200 feet, with a depth of 23 feet. From the head gates the canal is 9,000 feet long and delivers about 30,000 cubic feet of water every second to the turbines. The latter produce about 60,000 horse-power, which will be used for street cars and electric lighting.

A Grand Cathedral Planned for New York.

Plans are under consideration for the building at New York of a cathedral more magnificent than the world-famous St. Sophia at Constantinople, larger than St. Peter's at Rome. St. Peter's holds 50,000 people; it is calculated that the New York cathedral will hold 60,000 or 70,000. The architect is the Rev. J. Bouillon, canon of the Roman Catholic cathedral in Ottawa.

He calls the proposed church Nova Sancta Sophia. In St. Peter's in Rome, St. Paul's in London, and other famous cathedrals the dome is hid by arches and other objects until one is almost under it. At the first step inside of Nova Sancta Sophia the full glory of the dome will burst upon the view. The dome, in mosaics, will set like a resplendent crown upon a vista of delicate columns of the rarest marbles and brilliant reproductions of the greatest works of the old masters in Rome. The costly character of these mosaics will be seen when it is remembered that a single reproduction, fifteen by thirty feet in size, costs in the neighborhood of \$100,000, and the whole building will be covered with them.

The extreme length of the New York building will be 500 feet, and the breadth 400 feet. The dome will rise from the center, starting with a breadth of 150 feet, to a height of 450 feet from the pavement to the summit. Nova Sancta

Sophia will rise in tiers of seven stories, with seven rows of windows the entire circumference of the building.

The columns throughout the church, of rare marbles, will stand around the chapels so as to leave a clear view from each chapel of the entire building. Words can convey but a faint impression of the beauty of the building, in its perfection of proportion and in the blending and harmonizing of the tints and hues of the mosaics and pillars. If St. Sophia, of Constantinople, remains one of the wonders of the Old World, Nova Sancta Sophia will be the greatest wonder of the New.

Railroad Accidents of a Year.

The Interstate Commerce Commission report that during the last fiscal year there were 2,819 persons killed in railway accidents in this country and 39,800 injured. Since the use of the safety devices required by the law of 1893 the number of employees killed has been reduced sixty-eight per cent. The figures show that passengers while on the trains are comparatively safe. Most of the accidents occur in getting on and off the cars, crossing tracks, etc. The damage from railroad accidents during the year was nearly \$8,000,000.

Coal Takes the Place of Oil as Fuel.

The Southern Pacific Railroad Company has decided to discard oil as fuel for the locomotives of the road, and to use bituminous coal once more. Orders have been received at the Carbonado mines to ship 25,000 tons of coal a month to San Francisco. These mines have been owned by the Southern Pacific for twenty years, but were partially shut down when the experiment with oil began some ten months ago. What coal they have mined since has been used for coke making.

Oil was not a success on passenger locomotives for two reasons. A coating gathered on the flues which had to be removed every day, or it kept the heat from the water, causing a great waste of fuel. The intense heat produced by the oil also cracked and split the boiler sheets.

A Census of the Philippines.

A census of the Philippine archipelago is to be taken. This will be the first complete count ever made and the only one since that of the Spaniards in 1887. General Sanger, who is to be the director, is to appoint 6,000 enumerators and fifty supervisors, most of whom will be Filipinos. It is expected that the count will begin in January and that the schedules will be completed in May. This census will settle many important questions, as, for instance, the death rate and the rate of increase or decrease of the population.

Emperor William Writes a Play.

Emperor William and Joseph Lauff, his court poet, have been writing a drama called "Under the Helmet." The hero is the great elector, Frederick William of Brandenburg, who died in 1688. Lauff only contributed the stage business; the plot and story were worked up by the emperor himself.

All Stuffed Up

That's the condition of many sufferers from catarrh, especially in the morning. Great difficulty is experienced in clearing the head and throat.

No wonder catarrh causes headache, impairs the taste, smell and hearing, pollutes the breath, deranges the stomach and affects the appetite.

To cure catarrh, treatment must be constitutional—alterative and tonic.

"I was afflicted with catarrh. I took medicines of different kinds, giving each a fair trial; but gradually grew worse until I could hardly hear, taste or smell. I then concluded to try Hood's Sarsaparilla, and after taking five bottles I was cured and have not had any return of the disease since." EUGENE FORBES, Lebanon, Kan.

Hood's Sarsaparilla

Cures catarrh—it soothes and strengthens the mucous membrane and builds up the whole system.

Pears'

soap does nothing but cleanse, it has no medical properties; for the color of health and health itself use Pears'. Give it time.

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Suggestions Wanted

For articles for our various periodicals and for topics and methods that will in any way aid us in meeting the wants or needs of the educational world.

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Please mention this paper when writing.

In this play the emperor extols the house of Hohenzollern and draws a glowing picture of its mission in the world. It deals with the invasion of Brandenburg by the Swedes in 1675 and their repulse, and also with the events that led to the great elector becoming the undisputed master of Pomerania. A soothsayer is made to prophesy greatness for the house in coming years and to hint that Emperor William will be the controlling power in Europe.

Arizona's Plea for Statehood.

The question of statehood for the three territories of Arizona, New Mexico, and Oklahoma is treated in the annual reports of the governors of those territories. Governor Brodie, of Arizona, argues strongly for statehood. He says that Arizona is the sixth largest political division in the country, has 132,000 population and property assessed at \$39,000,000.

He urges the passage of the enabling act now before Congress for the admission of Arizona, New Mexico, and Oklahoma to the sisterhood of states. Arizona has made such progress that to deny a place for her star on the flag is now considered an injustice to the people who have so faithfully borne the burden of a territorial form of government for thirty-eight years.

Mothers of Great Men.

Eighty-four years ago a poor woman died in Indiana and was laid to rest, and very few took note of her departure. A short time since thousands gathered to dedicate a monument to her memory. Why? Because she was the mother of Abraham Lincoln. The governor of the state, now one of the foremost in the Union, took part in the exercises in his official capacity. A celebrated soldier delivered an address and thousands of school children came, each bearing a flag.

All this was done because she gave Lincoln to the world, and, with her husband, trained him during those early years when impressions for good are the most lasting. She died before her son, who was afterwards so distinguished, was ten years old. It is interesting to note in this connection that the mother of Washington has also been honored by a stately monument at Fredericksburg.

Dr. F. A. Cook, who was with Lieutenant Peary on his famous North Greenland expedition, used antikamnia tablets for the crew in all cases of rheumatism, neuralgic pains, as well as the pains which accompanied the gripe, and stated that it had no equal. This knowledge is of value and suggests the advisability of having a few of these tablets in the house.—*Medical Progress.*

Safety in Numbers.

Two Irishmen were in New York city bound for the West. They had several railroad time-tables and were looking them over for the purpose of selecting a route thither.

They finally discovered that some lines had more tracks than others and they concluded, very innocently, to take the one which had the greatest number of tracks. Hence they took the four-tracked New York Central. But their decision was based not upon the fact, but the fancy, in the premises.

Said Mulligan to Pat: "Pat, we'll be after takin' the four-tracker; for if she leps one track she lands on wan iv the others an' loses no time; but if it's a one or two tracker they'd heft to slow up and put on the brakes an' lift'er back on an' we'd be a day late."—From *The Thistle*.

Rest and Health to Mother and Child.

MRS. WINSLOW'S SOOTHING SYRUP has been used for OVER FIFTY YEARS by MILLIONS OF MOTHERS FOR THEIR CHILDREN WHILE TEETHING WITH PERFECT SUCCESS. IT SOOTHES THE CHILD, SOFTENS THE GUMS, ALLAYS ALL PAIN, CURES WIND COLIC, and is the best remedy for DIARRHŒA. Sold by Druggists in every part of the world. Be sure to ask for "Mrs. Winslow's Soothing Syrup," and take no other kind. Twenty-five cents a bottle.

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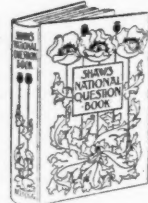
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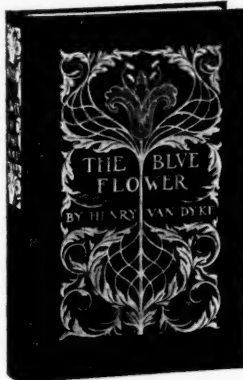
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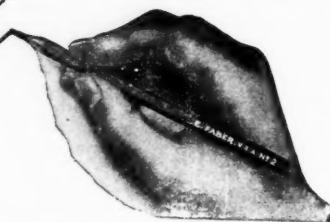
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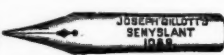


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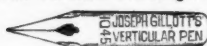
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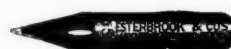
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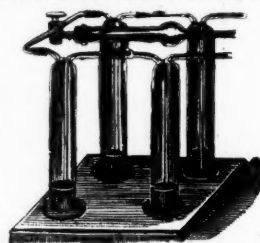
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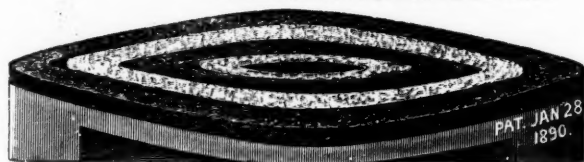
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